

THE
READING
RECONSIDERED
TEXT SELECTION TOOL
MODEL RUBRICS

TEXT SELECTION USERS

Sci Academy - New Orleans, Louisiana

Teacher

ALEX BELL teaches
English IV and AP Literature
and Composition.

Text

“NATIVE SON”
a novel by
Richard Wright.

Leader

AIDAN KELLY is
the Director of Curriculum
and Instruction.

Reading Reconsidered Text Selection Tool

TEACHER'S TOOL

Teacher directions: Fill out the first part of the table independently from your colleague or administrator. Make notes on each category and score. Then compare notes (or discuss your thinking) with your colleague or leader. Record the discussion points.

Text Complexity and Attributes

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--------------------------------------|--|--|
| Text Complexity (Qualitative) | <p>Check each box if you find evidence of significant and sustained examples of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Archaic text: Text was written more than 75 years ago and includes syntax, diction, and vocabulary that are significantly different from what students would be familiar with today. <input type="checkbox"/> Non-linear time sequence: Texts in which the narration jumps around in time or in rate or exposition. It might include flashbacks or flash-forwards that are not explicitly identified or might involve sequences where memory happens on several levels—a character remembers a point in his/her life where he/she remembered something from another point—or where text suddenly speeds up or slows down its narration. <input checked="" type="checkbox"/> Complexity of narrator: Text has an unreliable narrator, multiple narrators, or a non-traditional narrator (i.e. the narrator isn't a person), or there are multiple plot lines to follow at once (i.e. one chapter discusses one character and the next jumps to a different character or perspective). <input checked="" type="checkbox"/> Complexity of plot or symbols: Texts with multiple levels of meaning (i.e. literal and figurative or symbolic) are harder to read than those that operate only on the explicit level. <input checked="" type="checkbox"/> Resistant text: Texts that are deliberately written in an experimental or stylized manner such that it is clear readers are intentionally prevented from achieving full understanding of the story, at least at the outset. In such a book meaning might be said to emerge from a fog—one induced by the author. <p>Cite the page numbers of 2 or 3 examples of each of these characteristics here so you can look at them with your school leader or department chair.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale. (5 = exceptionally good at introducing one or more forms of text complexity, 1 = does not have evidence of text complexity). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> <p>While <i>Native Son</i> is fairly straight-forward in its time sequence, and relatively easy to read for students of color (as many of the themes and experiences transcend 1930s and 40's America), Bigger Thomas's role as partial narrator ensures that readers are consistently engaging with an unreliable (or at least biased) narrator. When the text does switch to a 3rd person omniscient narration, it frequently occurs in such a way that makes it difficult for inexperienced readers to quickly identify—leaving readers to question whether or not they are reading Bigger's thoughts, or the thoughts of an outside observer. Symbols can be very overt (the rat in the first pages, snow throughout the second book in the novel) and also entirely complex and difficult for modern readers (the movies that Bigger watches), and many of the more complex symbols are not properly interpretable without a full understanding of the historical context and a thorough analysis of the basic symbols within the book.</p> |

| Category | Assessment | Score/Teacher-Leader Discussion: | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|---------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|---|
| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>700</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 945 617"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>Jane Eyre 780L Handmaid’s Tale 750L Sophocle’s Burial at Thebes is 1570L</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>According to this measure, Native Son’s lexile score puts it in the 4-5 range, which is ridiculously wrong.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>Scholastic’s view of this book as a 9th grade text might not be inaccurate, but there are multiple readings and interpretations of this text that could make it more complex (simply discussing oppression vs moving on to a fairly articulated support and then denial of communism based on it’s own hypocrisy during the Civil Right’s Era). This book could easily be taught in a 10-12 class at our school, if a teacher was given a detailed unit plan and/or had significant knowledge of the novel.</p> |
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(continued)

Overall Value and Text Qualities

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|--|--|---|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <p>It would work well to develop student's factual knowledge and understandings of larger ideas in the world—especially paired with Baldwin's essays.</p> <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <p>James Baldwin's Notes of a Native Son, especially the title essay and "Many Thousands Gone." Much of the poetry from the Harlem renaissance, historical nonfiction about Chicago in the thirties. Also passages W.E.B. Du Bois's Souls of Black Folks. This can also pair with existential philosophy and discussions on postmodernism.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>Many of our scholars have an odd understanding of Racism outside of the Civil Rights era-south, and expanding that discussion to a northern context, as well as including a narrator who is not innocent might allow students to gain a more nuanced understanding of the various systems of racism that work to manufacture an entire people to fit nefarious stereotypes.</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p>Absolutely. I read it in college and read it in three separate courses in graduate school that were wildly different.</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>Well, it is a seminal text in African-American literature, even if it has become sort of monolithic.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Absolutely—the civil-rights era "African American" novel, and the "protest" novel.</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> <p>Yes—Americans speaking about America's great problem, despite living in a world that continually denounced and murdered them.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> <p>This novel works to include other voices. It could be switched out with a more diverse voice, but I think it fits fine. +</p> | <p>It also is the only American novel in my course, and works to bring the focus back to our modern world.</p> |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|--|--|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>It changed the way I think about the world. Pairing it with Spike Lee’s films (Bamboozled and Do The Right Thing) allows a connection to a more modern society, while using Baldwin and Du Bois to critique the claims and ideas within Native Son helps students engage with significantly more nuanced ideas of justice in America.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>In my experience it has absolutely resonated with children—there is that great Baldwin quote that says “No American Negro exists that does not have a private Bigger Thomas living within his skull.” Many students, especially young men, have found this novel to be both captivating and resistant to their current modes of thinking in ways that I hope have better prepared them for the world.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>It’s something I’ve studied heavily as an undergraduate and graduate student, it is something I have a lot of passion about and a lot of interest in further unpacking. It is also something that I feel is critical for students to read. The idea that something can be both powerful and wrongheaded.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| Total | | |
| Leader comments and score: | | |

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LEADER'S TOOL

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(continued)

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| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>700</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 949 620"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>This Lexile score would place Native Son in the 4-5 grade band—which is manifestly ridiculous. A nine year old wouldn’t be able to comprehend NS, and it’s inappropriate for a school to assign a book with such mature themes to a child that young!</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>Clearly, this is way, way off. Because Lexile operates at the level of the word and sentence, it’s mainly a measure of Native Son’s readability. This makes sense: Wright’s prose is fluid and proceeds logically. Sentences tend to move in one direction, with punctuation helping (not hindering) comprehension.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>We agreed that the Lexile score should be ignored, as it seems far too low for a work of this complexity. When we attempt to use a quantitative lens and compare the work’s features to the other texts taught in senior year (which have higher Lexile scores), it compares favorably.</p> <p>This measure implies that NS is a significantly easier read than Lord of the Flies and To Kill a Mockingbird, which our freshmen read. It implies it is much, much easier than a novel like Jane Eyre, which our seniors read.</p> |
| Grade Band | Current Lexile Band | “Stretch” Lexile Band* | | | | | | | | | | | | | | | | | | | | | |
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(continued)

Overall Value and Text Qualities

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--|--|---|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <p>Race relations and segregation in pre-WWII Chicago. This would help them understand other cultural references and other works of art (e.g., <i>A Raisin in the Sun</i>).</p> <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <ul style="list-style-type: none"> - segregation in urban centers after the Great Migration - race and the criminal justice system in those same urban centers - differing perspectives on philanthropy - philosophical discussions of predetermination (especially if we could tie in the early American notions of exceptionalism) | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>We agreed that the main expansion of knowledge would come through the book's presentation of Chicago. Bell noted that if scholars were led to understand the book's political statements—particularly the intersection of racism and the communism vs. capitalism discussion—the book would expand their factual knowledge greatly. I countered that compared to other books our scholars read—<i>Jane Eyre</i>, for instance—<i>Native Son</i> was less of a background-knowledge stretch.</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p><i>Native Son</i> is widely read, and scholars will encounter references both to this novel and to Richard Wright.</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>Yes—our scholars will often need to read bildungsromans, and NS has many of the attributes of a bildungsroman without many of the traditional outcomes.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Yes—it offers a perspective on segregation in Northern urban centers, and also can act as a touchstone for understanding of Modernist tendencies in novel-writing.</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> <p>Yes! <i>Native Son</i> is an incredibly challenging novel. Students will benefit from trying to come to terms with the ideas it presents.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> <p>Alex pointed out that he was required to read this book once in college and three times in graduate school (for English). "This book has followed me everywhere I've gone in my school career," he said. I concurred; this is a widely read and very important book, and merits a 5, here!</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> <p>This gets points for its subversiveness, but doesn't radically expand our offerings. Perhaps it should replace something else?</p> | <p>Alex argued that, NS seems very different in terms of genre. The class goes from <i>Hamlet</i> to <i>Handmaid's Tale</i> to <i>Jane Eyre</i>, and <i>Native Son</i> is very different from those works—it is American, by a black author and has a completely different narrative.</p> |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|---|---|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>Because of the book’s excellence, historical importance and presentation of difficult ideas, I ranked it a 5.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> <p>Kids love this book, it’s a joy to teach, and it’s a book of real literary merit and historical importance!</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>Our scholars love to debate and discuss the ambiguity and shifting moralities of Bigger’s universe. The story itself is compelling; what the story represents and implies, even more so.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>I think Bell enjoy teachings this as much as, if not more than, anything else in the curriculum. It sits at the nexus of his literary interests and the passion that drives his teaching!</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| Total | | |
| Leader comments and score: | | |

Use this table to compare texts you've assessed on the text complexity tool above, either to decide which to choose or to build a yearly book plan.

The purpose of the scoring is not to be perfectly aligned between teacher and leader, but to use it as a way to discuss the alignment and the disparities in evaluating a text's overall quality.

| Book/Text | Genre & Year | Text Complexity Qualitative | | Text Complexity Quantitative | | Background Knowledge | | Utility, Significance, Cultural Capital | | Genre | | Is the book "great"? | | Kids will love it | | You'll love teaching it | | Overall score | |
|---------------------|--|-----------------------------|--------|------------------------------|--------|----------------------|--------|---|--------|---------|--------|----------------------|--------|-------------------|--------|-------------------------|--------|-------------------|--------|
| | | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader |
| <i>The Giver</i> | Dystopian Fiction 1993 | 4 | 3 | 3 | 3 | 2 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | * | 33 | 27 |
| <i>Black Beauty</i> | Historical Fiction/ Fantasy 1887 | 3 | 5 | 2 | 4 | 5 | 5 | 4 | 3 | 3 | 2 | 4 | 3 | 5 | 3 | 4 | * | 30 | 25 |
| "Harrison Bergeron" | Satire/Short Story 1961 | 3 | 4 | 3 | 2 | 3 | 2 | 4 | 3 | 4 | 2 | 5 | 3 | 5 | 3 | 5 | * | 32 | 19 |
| Native Son | Social protest novel 1940 ⁺ | 3.5 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 5 | 4 | 5 | 5 | * | 34.5 ⁺ | 29 |
| | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | |

(continued)

TEXT SELECTION USERS

Houston Independent School District - Houston, Texas

Teacher

SARAH RACZ teaches 8th
Grade Reading.

Text

“UNWIND”
a novel by
Neal Shusterman.

Leader

TRACY DUCK is the
Director of Curriculum and
Instruction.

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(continued)

| Category | Assessment | Score/Teacher-Leader Discussion: | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|---------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|---|
| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>740</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 949 621"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>It’s more challenging than other books at this level.</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>To me, this text certainly does not seem reflective of a 3-5th grade-appropriate text. The characters, subject-matter, thematic ideas, and story structure are better-suited for older students.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>For the reader who falls within this text range, I feel that this novel requires an ability to form an understanding of plot when a story is told from various perspectives and requires the reader to make inferences and draw conclusions. I can think of many students who would draw stronger skills in following plot from reading this text as many of them are used to a linear, straightforward plot told from a single, reliable source.</p> |
| Grade Band | Current Lexile Band | “Stretch” Lexile Band* | | | | | | | | | | | | | | | | | | | | | |
| K-1 | N/A | N/A | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 450L-730L | 420L-820L | | | | | | | | | | | | | | | | | | | | | |
| 4-5 | 640L-850L | 740L-1010L | | | | | | | | | | | | | | | | | | | | | |
| 6-8 | 860L-1010L | 925L-1185L | | | | | | | | | | | | | | | | | | | | | |
| 9-10 | 960L-1120L | 1050L-1335L | | | | | | | | | | | | | | | | | | | | | |
| 11-CCR | 1070L-1220L | 1185L-1385L | | | | | | | | | | | | | | | | | | | | | |

(continued)

Overall Value and Text Qualities

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--|---|--|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <p>Politics, society's role in shaping/changing what's acceptable, society's interests vs. individual interests, understanding others' perspectives, trust, individual rebellion vs. rebellion for the sake of a greater good, who defines/shapes morality.</p> <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <ul style="list-style-type: none"> - How policies are determined/what influences policy. - Nonfiction texts that describe how others enact change/solve a problem. | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p>This book is relatively new, but some of the recurring ideas and storytelling patterns may build a foundation for other texts and larger questions they will encounter over time. +</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>This is a strong example of science fiction/dystopian fiction.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> <p>If guided, students could learn how perspective and background shapes individuals as no character is all "good" or "bad."</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> <p>The story is told by following multiple characters, which adds another dimension beyond the typical dystopian fiction novel.</p> | |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|---|--|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>I think the general concept within the book creates a unique and compelling story for students. That motivation for wanting to know what happens might aid in a student’s drive to make the inferences necessary to comprehend the challenging plot structure.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>An engaging book before students attempt the complexity of some of the “great” books they will encounter later.</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>Students will enjoy this book since it is fast-paced, gripping, and includes interesting/relatable characters. Those of my students who have read it in the past have found it memorable and very enjoyable. The story is edgy and arguably disturbing in a way that could potentially draw reluctant readers in to even more challenging, established texts in the future.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>I would enjoy teaching it because I enjoy the book myself. However, I still question whether or not this would be the best science fiction/dystopian choice for all classes in our Literature Circles since I want there to be a variety of relatable, yet challenging thematic ideas and questions. I think it would allow me to best address the skill of using inferences and drawing conclusions to maintain understanding of plot with my struggling readers in two particular classes.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>This may be a text that I include as an option for those two classes in tandem with a read-aloud, shared text that contains a wider variety of thematic ideas.</p> |
| Total | | |
| Leader comments and score: | | |

Reading Reconsidered Text Selection Tool

LEADER'S TOOL

Teacher directions: Fill out the first part of the table independently from your colleague or administrator. Make notes on each category and score. Then compare notes (or discuss your thinking) with your colleague or leader. Record the discussion points.

Text Complexity and Attributes

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--------------------------------------|---|--|
| Text Complexity (Qualitative) | <p>Check each box if you find evidence of significant and sustained examples of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archaic text: Text was written more than 75 years ago and includes syntax, diction, and vocabulary that are significantly different from what students would be familiar with today. <input type="checkbox"/> Non-linear time sequence: Texts in which the narration jumps around in time or in rate or exposition. It might include flashbacks or flash-forwards that are not explicitly identified or might involve sequences where memory happens on several levels—a character remembers a point in his/her life where he/she remembered something from another point—or where text suddenly speeds up or slows down its narration. <input checked="" type="checkbox"/> Complexity of narrator: Text has an unreliable narrator, multiple narrators, or a non-traditional narrator (i.e. the narrator isn't a person), or there are multiple plot lines to follow at once (i.e. one chapter discusses one character and the next jumps to a different character or perspective). <input type="checkbox"/> Complexity of plot or symbols: Texts with multiple levels of meaning (i.e. literal and figurative or symbolic) are harder to read than those that operate only on the explicit level. <input type="checkbox"/> Resistant text: Texts that are deliberately written in an experimental or stylized manner such that it is clear readers are intentionally prevented from achieving full understanding of the story, at least at the outset. In such a book meaning might be said to emerge from a fog—one induced by the author. <p>Cite the page numbers of 2 or 3 examples of each of these characteristics here so you can look at them with your school leader or department chair.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale. (5 = exceptionally good at introducing one or more forms of text complexity, 1 = does not have evidence of text complexity). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>After 25 years as a teacher, Assistant Principal and Principal, I just learned more about Text Complexity in one week than I ever thought there was even to know!</p> <p>As a former principal, I immediately thought there would be no way I would have the time to do this activity with teachers. Now I feel like I could do the activity because It no longer seems daunting.</p> |

(continued)

| Category | Assessment | Score/Teacher-Leader Discussion: | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------------|---------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|--|
| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>740</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 949 621"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>More challenging than other books.</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>No, it does not seem like an accurate reflection of the text’s difficulty.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>I know from observing Sarah many times she has a lot of readers who fall into this level. The Lexile score rates it at Upper 3rd and Lower 5th . I was shocked to read this. I taught 6th grade and can’t imagine a 3-5 grader reading this.</p> |
| Grade Band | Current Lexile Band | “Stretch” Lexile Band* | | | | | | | | | | | | | | | | | | | | | |
| K-1 | N/A | N/A | | | | | | | | | | | | | | | | | | | | | |
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Overall Value and Text Qualities

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--|---|--|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <p>No facts in the book, maybe politics, rebellion.</p> <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <p>Not really sure.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> <p>Man vs. Man Conflict: Connor and Roland become enemies from first time they meet in Sonia's basement.</p> <p>Man vs. Society: teenagers vs. Unwinders</p> <p>Man vs. Self - Connor</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p>Fairly new, but more and more students are reading it.</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>Yes, it does a give an example of science fiction, dystopian fiction.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Just because the government makes something legal doesn't always mean it should be. Friendships can help overcome death, everybody has a purpose in life. +</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>More challenging than the Hunger Games, and more complex.</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> | |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|---|--|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>Compelling, would make students want to read other books like this.</p> <p>Motivational.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>Fast paced, edge, grit</p> <p>The characters speak to many kids, Creates emotion in the reader who finds themselves sticking up for the teenagers and wanted to defeat the adults.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>Left the reader wanting more.</p> <p>Man vs. Man Conflict.</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>I would enjoy teaching it, I enjoyed it personally which would make me want to teach in more.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>Two classes it would go over well, 4 not so much.</p> |
| Total | | |
| Leader comments and score: | | |

Use this table to compare texts you've assessed on the text complexity tool above, either to decide which to choose or to build a yearly book plan.

The purpose of the scoring is not to be perfectly aligned between teacher and leader, but to use it as a way to discuss the alignment and the disparities in evaluating a text's overall quality.

| Book/Text | Genre & Year | Text Complexity Qualitative | | Text Complexity Quantitative | | Background Knowledge | | Utility, Significance, Cultural Capital | | Genre | | Is the book "great"? | | Kids will love it | | You'll love teaching it | | Overall score | |
|---------------------|--|-----------------------------|--------|------------------------------|--------|----------------------|--------|---|--------|---------|--------|----------------------|--------|-------------------|--------|-------------------------|--------|---------------|--------|
| | | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader |
| <i>The Giver</i> | Dystopian Fiction 1993 | 4 | 3 | 3 | 3 | 2 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | * | 33 | 27 |
| <i>Black Beauty</i> | Historical Fiction/ Fantasy 1887 | 3 | 5 | 2 | 4 | 5 | 5 | 4 | 3 | 3 | 2 | 4 | 3 | 5 | 3 | 4 | * | 30 | 25 |
| "Harrison Bergeron" | Satire/Short Story 1961 | 3 | 4 | 3 | 2 | 3 | 2 | 4 | 3 | 4 | 2 | 5 | 3 | 5 | 3 | 5 | * | 32 | 19 |
| "Unwind" | Dystopian fiction 2007 | 4 | 3 | 4 | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | * | 26 | 23 |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

(continued)

TEXT SELECTION USERS

Liberty Collegiate Academy - Nashville, Tennessee

Teacher

ENO SEKYERE is the 7th
Grade Literacy teacher.

Text

“THE NECKLACE”
a short story by
Guy de Maupassant.

Leader

ANNIE ROBISON is the
Principle.

Reading Reconsidered Text Selection Tool

TEACHER'S TOOL

Teacher directions: Fill out the first part of the table independently from your colleague or administrator. Make notes on each category and score. Then compare notes (or discuss your thinking) with your colleague or leader. Record the discussion points.

Text Complexity and Attributes

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(continued)

| Category | Assessment | Score/Teacher-Leader Discussion: | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|---------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|---|
| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>900-920</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 949 620"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>This book is similar in Lexile to other books we are reading.</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>The score does not accurately reflect the text’s difficulty, particularly considering the impact of archaic language on comprehension of the text.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> <p>This book was similar in Lexile to other books we have read such as "City of Thieves" (910) and Omnivore's Dilemma (930).</p> |
| Grade Band | Current Lexile Band | “Stretch” Lexile Band* | | | | | | | | | | | | | | | | | | | | | |
| K-1 | N/A | N/A | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 450L-730L | 420L-820L | | | | | | | | | | | | | | | | | | | | | |
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| 6-8 | 860L-1010L | 925L-1185L | | | | | | | | | | | | | | | | | | | | | |
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(continued)

Overall Value and Text Qualities

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--|---|---|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <p>This book brings up the concepts of social classes, and life of the aristocracy, and real vs fake gems.</p> <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <ul style="list-style-type: none"> - Social class - Loans/repayment - Aristocracy - 1800's French living | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> <p>There are many other books do a better job of teaching the topics of class and aristocracy, such as "A Tale of Two Cities."</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p>This book is well known, but not as widely read as a fable or an Edgar Allen Poe short story.</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>This book is a quality example of fiction short story.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Not necessarily, but it does introduce students to themes of social class and French aristocracy.</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> <p>The book is helpful in teaching about the perspective of someone living in a lower social class, and the pressure to have more.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>While this book touches on the ideas of social class using archaic language, there are other texts which do a stronger job teaching such content.</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> <p>It adds a fictional short story, we have mostly taught non-fiction.</p> | |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|---|--|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>There are other books that can do a better job of teaching themes.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>Kids will find the irony interesting. They may also become opinionated about the main character and surprised with the twist ending.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>This book is one of my favorites, so I bring the genuine excitement that I have towards the text to my students. I will engage them in the topics of social class and the lesson of being content with your circumstances.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 5</p> <p>Discussion notes:</p> |
| Total | | |
| Leader comments and score: | | |

Reading Reconsidered Text Selection Tool

LEADER'S TOOL

Teacher directions: Fill out the first part of the table independently from your colleague or administrator. Make notes on each category and score. Then compare notes (or discuss your thinking) with your colleague or leader. Record the discussion points.

Text Complexity and Attributes

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--------------------------------------|--|---|
| Text Complexity (Qualitative) | <p>Check each box if you find evidence of significant and sustained examples of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Archaic text: Text was written more than 75 years ago and includes syntax, diction, and vocabulary that are significantly different from what students would be familiar with today. <input checked="" type="checkbox"/> Non-linear time sequence: Texts in which the narration jumps around in time or in rate or exposition. It might include flashbacks or flash-forwards that are not explicitly identified or might involve sequences where memory happens on several levels—a character remembers a point in his/her life where he/she remembered something from another point—or where text suddenly speeds up or slows down its narration. <input type="checkbox"/> Complexity of narrator: Text has an unreliable narrator, multiple narrators, or a non-traditional narrator (i.e. the narrator isn't a person), or there are multiple plot lines to follow at once (i.e. one chapter discusses one character and the next jumps to a different character or perspective). <input type="checkbox"/> Complexity of plot or symbols: Texts with multiple levels of meaning (i.e. literal and figurative or symbolic) are harder to read than those that operate only on the explicit level. <input type="checkbox"/> Resistant text: Texts that are deliberately written in an experimental or stylized manner such that it is clear readers are intentionally prevented from achieving full understanding of the story, at least at the outset. In such a book meaning might be said to emerge from a fog—one induced by the author. <p>Cite the page numbers of 2 or 3 examples of each of these characteristics here so you can look at them with your school leader or department chair.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale. (5 = exceptionally good at introducing one or more forms of text complexity, 1 = does not have evidence of text complexity). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <ul style="list-style-type: none"> - Significant archaic language and context (marrying for status, ridiculously lavish parties, etc). - Also takes place in France |

(continued)

| Category | Assessment | Score/Teacher-Leader Discussion: | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|---------------------|------------------------|-----|-----|-----|-----|-----------|-----------|-----|-----------|------------|-----|------------|------------|------|------------|-------------|--------|-------------|-------------|---|
| <p>Text Complexity (Quantitative)</p> | <p>Find the Lexile score or Reading Level for your text at www.lexile.com/findabook/ and/or http://www.scholastic.com/bookwizard/.</p> <p>Note it here: <u>900-950</u></p> <p>How does this compare with official Common Core Lexile targets or those of your own school?</p> <table border="1" data-bbox="262 324 949 620"> <thead> <tr> <th>Grade Band</th> <th>Current Lexile Band</th> <th>“Stretch” Lexile Band*</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-730L</td> <td>420L-820L</td> </tr> <tr> <td>4-5</td> <td>640L-850L</td> <td>740L-1010L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>925L-1185L</td> </tr> <tr> <td>9-10</td> <td>960L-1120L</td> <td>1050L-1335L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1185L-1385L</td> </tr> </tbody> </table> <p><small>*Source: https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</small></p> <p>How does it compare to other books you’re reading according to their comparative Lexile levels?</p> <p>Significantly more challenging due to slightly unclear narration, archaic language and concepts, and the flash-forward.</p> <p>Does this scoring seem like an accurate reflection of the text’s difficulty? Why or why not?</p> <p>No, the vocabulary and word choice alone make it more difficult. Many complex and long sentences also make comprehension more difficult.</p> | Grade Band | Current Lexile Band | “Stretch” Lexile Band* | K-1 | N/A | N/A | 2-3 | 450L-730L | 420L-820L | 4-5 | 640L-850L | 740L-1010L | 6-8 | 860L-1010L | 925L-1185L | 9-10 | 960L-1120L | 1050L-1335L | 11-CCR | 1070L-1220L | 1185L-1385L | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>Definitely more difficult than many in 900 Lexile.</p> |
| Grade Band | Current Lexile Band | “Stretch” Lexile Band* | | | | | | | | | | | | | | | | | | | | | |
| K-1 | N/A | N/A | | | | | | | | | | | | | | | | | | | | | |
| 2-3 | 450L-730L | 420L-820L | | | | | | | | | | | | | | | | | | | | | |
| 4-5 | 640L-850L | 740L-1010L | | | | | | | | | | | | | | | | | | | | | |
| 6-8 | 860L-1010L | 925L-1185L | | | | | | | | | | | | | | | | | | | | | |
| 9-10 | 960L-1120L | 1050L-1335L | | | | | | | | | | | | | | | | | | | | | |
| 11-CCR | 1070L-1220L | 1185L-1385L | | | | | | | | | | | | | | | | | | | | | |

(continued)

Overall Value and Text Qualities

| Category | Assessment | Score/Teacher-Leader Discussion: |
|--|--|---|
| Background Knowledge | <p>How extensively will the book be likely to develop your students' base of factual knowledge? What are some of the topics in which it will most enrich them?</p> <ul style="list-style-type: none"> - small context of being poor and jealous in Europe. - loans/debt concept <p>List strong ideas or content for which you could embed strong non-fiction secondary texts below:</p> <ul style="list-style-type: none"> - income inequality in Europe - the concept of debt and loans | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> <p>I feel like other sort of similar texts in the same genre (ex. Dickens, Austen, etc) better lend themselves to factual knowledge or non-fiction pairings.</p> |
| Utility, Significance, Cultural Capital | <p>How widely read is the book, both now and over time? Will students encounter references to the book throughout their education?</p> <p>Semi-common, but few cultural references.</p> <p>Does the book expose students to a quality example of an important genre?</p> <p>Yes, in that it's archaic fiction and short story.</p> <p>Will it be helpful in students understanding some era, movement, or idea in literature or society?</p> <p>Most likely, yes.</p> <p>Is the book "important"? Does it provide a unique point of view or perspective?</p> <p>Not especially - mostly privileged opinions.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> <p>I feel like this text is well-known among literacy teachers but not necessarily the general public. I don't think this appears in many cultural references, or is especially necessary.</p> |
| Genre | <p>How does this text add to your yearlong portfolio of genres (e.g., historical fiction, poetry, nonfiction), subgenres (e.g., dystopian fiction), and types of writing (e.g., lyric prose)?</p> <p>Definitely limited archaic fiction.</p> | |

| Category | Assessment | Score/Teacher Discussion: |
|-----------------------------------|---|---|
| Is the book good? Great? | <p>Given the scarce number of books we can read with our students, is this one of the very best? Why? What in your mind makes it uniquely great and worthy?</p> <p>Not especially. Easily better others in similar genre.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 2</p> <p>Discussion notes:</p> <p>Others felt it was great. I think there's value in the lesson and the irony, but that it's not necessarily essential.</p> |
| Kids will love it | <p>Will kids enjoy reading it (even if they might be unsure at the outset)? Will it resonate with and speak to them? Briefly explain why:</p> <p>Yes! Kids will love the irony, and probably love to hate some of the characters.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 4</p> <p>Discussion notes:</p> <p>We felt that kids will be invested in the main character's misfortune and would find the ending really interesting.</p> |
| You will love teaching it | <p>Will you enjoy teaching it? Will it bring out the best in you as a teacher? Briefly explain why:</p> <p>I appreciate this story, but do not feel passionately about the characters or the conflict. I appreciate the irony at the end, but tend to get bogged down in the lengthy descriptions between events.</p> | <p>Score your perception of the value of this text relative to other texts in this area on a 1 to 5 scale (5 is best). Then discuss your scoring with your leader or administrator.</p> <p>Score: 3</p> <p>Discussion notes:</p> <p>I'm relatively indifferent to teaching this.</p> |
| Total | | |
| Leader comments and score: | | |

Use this table to compare texts you've assessed on the text complexity tool above, either to decide which to choose or to build a yearly book plan.

The purpose of the scoring is not to be perfectly aligned between teacher and leader, but to use it as a way to discuss the alignment and the disparities in evaluating a text's overall quality.

| Book/Text | Genre & Year | Text Complexity Qualitative | | Text Complexity Quantitative | | Background Knowledge | | Utility, Significance, Cultural Capital | | Genre | | Is the book "great"? | | Kids will love it | | You'll love teaching it | | Overall score | |
|---------------------|--|-----------------------------|--------|------------------------------|--------|----------------------|--------|---|--------|---------|--------|----------------------|--------|-------------------|--------|-------------------------|--------|---------------|--------|
| | | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader | Teacher | Leader |
| <i>The Giver</i> | Dystopian Fiction 1993 | 4 | 3 | 3 | 3 | 2 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | * | 33 | 27 |
| <i>Black Beauty</i> | Historical Fiction/ Fantasy 1887 | 3 | 5 | 2 | 4 | 5 | 5 | 4 | 3 | 3 | 2 | 4 | 3 | 5 | 3 | 4 | * | 30 | 25 |
| "Harrison Bergeron" | Satire/Short Story 1961 | 3 | 4 | 3 | 2 | 3 | 2 | 4 | 3 | 4 | 2 | 5 | 3 | 5 | 3 | 5 | * | 32 | 19 |
| "The Necklace" | Short fiction 1884 | 4 | 4 | 5 | 5 | 2 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 4 | 4 | 5 | * | 29 | 22 |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

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ABOUT THE AUTHORS OF *READING RECONSIDERED*



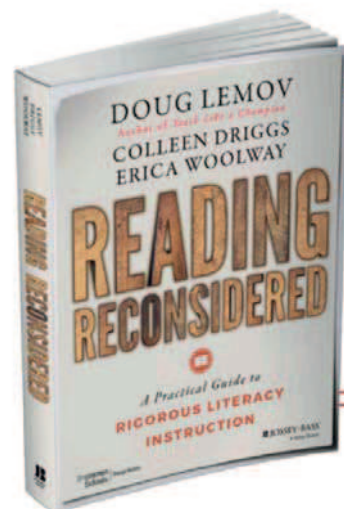
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