Text selection is critical to both literacy instruction and student engagement. This tool asks educators to use a multi-dimensional and culturally responsive approach to text selection by considering four distinct—but interconnected—dimensions of text: complexity, representation and diversity, critical literacy, and reader and task. Based on these quantitative and qualitative elements of a text, educators decide whether or not to select the text, with which students to use a text, and have rationale for their decisions.

### GENERAL INFORMATION ABOUT TEXT

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
</table>

| Text Type (Format) | |

<table>
<thead>
<tr>
<th>Topics</th>
<th>Notable Features</th>
</tr>
</thead>
</table>

| Author's Background | |

<table>
<thead>
<tr>
<th>Length of Text</th>
<th>Time Period</th>
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</table>

### QUANTITATIVE MEASURES

This section quantitatively measures the readability of a text. Use computer software to determine the quantitative measure of a text. For example, [Lexile.com](http://www.lexile.com) provides lexile measures, [renlearn.com](http://www.renlearn.com) provides ATOS measures, and Microsoft Word provides readability statistics through the spelling and grammar feature, which are reported as Flesch-Kincaid Grade Level. There are certain types of text that cannot be assigned a Lexile measure because they are not prose. These include poems, plays and song lyrics. Check "NA" when working with these types of text.

<table>
<thead>
<tr>
<th>Grade Bands</th>
<th>Lexile</th>
<th>ATOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>420 – 820</td>
<td>2.75 – 5.14</td>
</tr>
<tr>
<td>4-5</td>
<td>740 – 1010</td>
<td>4.97 – 7.03</td>
</tr>
<tr>
<td>6-8</td>
<td>925 – 1185</td>
<td>7.00 – 9.98</td>
</tr>
<tr>
<td>9-10</td>
<td>1050 – 1335</td>
<td>9.67 – 12.01</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1185-1385</td>
<td>11.20 – 14.10</td>
</tr>
</tbody>
</table>

| N/A | N/A |
This section considers the ways in which the author and characters in a text contribute to the inclusion of diverse voices in the curriculum. Representation and diversity are inherent elements of a text.

1. How does the identity or experience of this text's CREATOR support the inclusion of diverse voices in the curriculum? Which voices?

- Race
- Immigration
- Ethnicity
- Religion
- Language
- Ability
- Gender
- Age
- LGBTQIA
- Place
- Class
- Other:

2. How do the identities or experiences within this text support the inclusion of diverse voices in the curriculum? Which voices?

- Race
- Immigration
- Ethnicity
- Religion
- Language
- Ability
- Gender
- Age
- LGBTQIA
- Place
- Class
- Other:

3. Which elements of this text, if any, provide an authentic account or reflection of peoples' lived experiences?

- Setting
- Characters/Speakers
- Events
- Language
- Visual Elements
- Other:

This section of the tool asks users to determine if a text is a good candidate for critical literacy instruction. Critical literacy teaches readers to actively and reflectively engage with texts. Readers use critical literacy skills to interpret messages and challenge the power relationships found within those messages.

1. Are certain people or groups left out or given roles that don’t enable them to be heard? Are certain questions or topics not raised?

2. What are some examples of similar texts or of other texts that would pair well with this one?

3. What do I know about the author’s attitudes, beliefs or point of view in relation to the topic? How might this affect author and reader positioning?

4. What is the historical, social or cultural context in which this text was written? How can it be made relevant to a contemporary context?
This section qualitatively evaluates the inherent elements of a text. Qualitative factors are measured by an attentive reader, reflect a teacher’s professional judgment, and refer to levels of meaning, purpose, structure, language features (such as conventionality and clarity) and knowledge demands.

### Exceedingly Complex

- **Meaning**: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text
- **Organization**: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines, and detail.
- **Use of Visual Features**: If used, extensive, intricate, integrated print and text features enhance meaning of text; provide information not otherwise conveyed through print alone
- **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language
- **Vocabulary**: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
- **Sentence Structure**: Mainly complex sentences often containing multiple concepts
- **Life Experiences**: Explores complex, sophisticated themes; experiences are distinctly different from the common reader
- **Intertextuality and Cultural Knowledge**: Many references or allusions to other texts or cultural elements

### Very Complex

- **Meaning**: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text
- **Organization**: Organization may include subplots, time shifts, and more complex characters.
- **Use of Visual Features**: If used, integrated print and text features enrich meaning of the text; may provide information not otherwise conveyed through print alone
- **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language
- **Vocabulary**: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic
- **Sentence Structure**: Many complex sentences with several subordinate phrases or clauses and transition words
- **Life Experiences**: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers
- **Intertextuality and Cultural Knowledge**: Some references or allusions to other texts or cultural elements

### Moderately Complex

- **Meaning**: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety.
- **Organization**: Organization may have two or more storylines and occasionally difficult to predict.
- **Use of Visual Features**: If used, print and text features expand the meaning of the text; provide support in locating information and interpreting the text
- **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning
- **Vocabulary**: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic
- **Sentence Structure**: Simple and compound sentences, with some more complex constructions
- **Life Experiences**: Explores a single theme; experiences portrayed are common to many readers
- **Intertextuality and Cultural Knowledge**: A few references or allusions to other texts or cultural elements

### Slightly Complex

- **Meaning**: One level of meaning; theme is obvious and revealed early in the text.
- **Organization**: Organization of text is clear, chronological, or easy to predict.
- **Use of Visual Features**: If used, print and text features represent the meaning of the text; provide support and assist in locating information and understanding the text.
- **Conventionality**: Explicit, literal, straightforward, easy to understand
- **Vocabulary**: Contemporary, familiar, conversational language
- **Sentence Structure**: Mainly simple sentences
- **Life Experiences**: Explores a single theme; experiences portrayed are everyday and common to most readers
- **Intertextuality and Cultural Knowledge**: No references or allusions to other texts or cultural elements
## Reader-Task Considerations

Culturally responsive text selection includes finding texts that both reflect your students’ identities, experiences and motivations (mirrors) and provide insight into the identities, experiences and motivations of others (windows). This section asks users to consider whether texts act as windows or mirrors and to explicitly name how the text will help meet established learning goals for specific students.

<table>
<thead>
<tr>
<th>Experience</th>
<th>For whom could this text be a mirror of their identities and experiences?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For whom could this text be a window into the identities and experiences of others?</td>
</tr>
<tr>
<td></td>
<td>What strengths or weaknesses does this text pose in terms of windows and mirrors?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation</th>
<th>How could this text connect with the interests and concerns of my students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How could this text motivate my students?</td>
</tr>
</tbody>
</table>

| Knowledge | To what extent does this text access and build upon the knowledge my students bring with them? |

<table>
<thead>
<tr>
<th>Instruction</th>
<th>What are the standards and learning objectives to be achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does this text help meet these standards and objectives?</td>
</tr>
<tr>
<td></td>
<td>What task might I match with this text in order for students to demonstrate mastery of the instructional goals?</td>
</tr>
</tbody>
</table>

## Recommended Placement

After evaluating the qualitative and quantitative measures, make a grade band recommendation for the text.

- [ ] Grade Band 2-3
- [ ] Grade Band 4-5
- [ ] Grade Band 6-8
- [ ] Grade Band 9-10
- [ ] Grade Band 11-CCR