Review the list of exemplar texts printed in your manual.

Note if teachers in your schools have used or will use any of the texts listed.
In a **group of three**, review the sample grades 2-3 text excerpts provided. Then, complete the following chart:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>What are consistent traits of these exemplar texts?</th>
<th>How do these texts support students' reading development?</th>
<th>How do these texts align with Grades 2-3 ELA standards?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students’ reading abilities develop dramatically as they progress through grades 2 and 3. Teachers should thoughtfully select texts that represent grade level complexity and align with students’ development and readiness.
Timing Text Selection in Grades 2-3

- The “high end” of the complexity band for these grade levels may look different at different points in the year, with more texts coming from the 500-600 Lexile range in the beginning of the year, and from the 700-800 Lexile range toward the end of the year.

<table>
<thead>
<tr>
<th>Tennessee Grade Band</th>
<th>The Lexile Framework®</th>
<th>ATOS</th>
<th>Degrees of Reading Power®</th>
<th>SourceRater</th>
<th>Reading Maturity</th>
<th>Flesch-Kincaid®</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd – 3rd</td>
<td>420 – 820</td>
<td>2.75 – 5.14</td>
<td>42 – 54</td>
<td>0.05 – 2.48</td>
<td>3.53 – 6.13</td>
<td>1.98 – 5.34</td>
</tr>
</tbody>
</table>
Timing Text Selection in Grades 2-3

- Consider the analogy of a pace car. **Shared reading selections should push students as readers but, with support, still allow them to keep up.**

  Discuss this question **with a partner**: Consider the text samples you just reviewed. Which texts might be better suited for different points in the year, given their complexity and students’ readiness?
Example: Shared Reading Text Analysis

- **Independently** review the text analysis guides for the informational text *Starfish* and the poem *Knoxville, Tennessee.*
- Use the following annotations:

  \[\checkmark = \text{This is a strong or interesting connection!}\]
  \[? = \text{I have a question about this.}\]
  \[\dagger = \text{I would add more to this section.}\]
  \[😊 = \text{This makes me think of my students/teachers.}\]
Example: Shared Reading Text Analysis

- **Stand Up Hand Up Pair Up**, and discuss the following questions:
  - How do these two texts represent different complexity measures?
  - How do these two texts support different types of student thinking and learning?
Form a **group of three**. Choose one of the following texts:
*Where Do Polar Bears Live?* (informational) or *Sarah the Seagull* (narrative)

Then, work together to complete the text analysis guide.

- One person completes the **qualitative complexity** section (*rubric is in the appendix*)
- One person completes the **Reading and Content Standards** section (*Reading standards are in a separate booklet and Science standards are on the following pages in your manual*)
- One person completes the **Foundational Standards** section (*standards are in a separate booklet*)

As a group, complete the **Reader and Task** section.
**Synthesis: Selecting and Analyzing Texts for Grades 2-3**

- **Independently**, complete the **reflection guide** printed in your manual.

<table>
<thead>
<tr>
<th>What did you <strong>already know</strong> about selecting and analyzing texts for grades 2-3?</th>
<th>What did you <strong>learn</strong> about selecting and analyzing texts for grades 2-3?</th>
<th>What else do you <strong>want or need to know</strong> about selecting and analyzing texts for grades 2-3?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>