Texts Illustrating the Complexity, Quality, and Range of Student Reading for Grades 2-3

- 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.

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What is Appropriate Complexity for Grades 2-3?

- In a **group of three**, review the sample grades 2-3 text excerpts provided. Then, complete the following chart:

Grade Level	What are consistent traits of these exemplar texts?	How do these texts support students' reading development?	How do these texts align with Grades 2-3 ELA standards?
Literary			
Informational			

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Timing Text Selection in Grades 2-3

- 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.
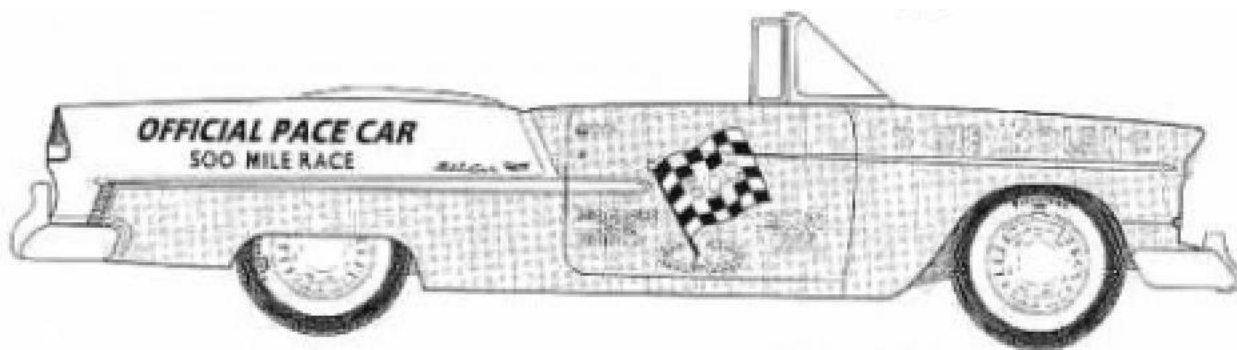
Timing Text Selection in Grades 2-3

- **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.

Tennessee Grade Band	The Lexile Framework®	ATOS	Degrees of Reading Power®	SourceRater	Reading Maturity	Flesch-Kincaid[8]
2nd – 3rd	420 – 820	2.75 – 5.14	42 – 54	0.05 – 2.48	3.53 – 6.13	1.98 – 5.34

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:

√ = This is a strong or interesting connection!

? = I have a question about this.

+ = I would add more to this section.

☺ = 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?

Practice: Shared Reading Text Analysis

- 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.

What did you **already know** about selecting and analyzing texts for grades 2-3? ←	What did you **learn** about selecting and analyzing texts for grades 2-3? ↓	What else do you **want or need to know** about selecting and analyzing texts for grades 2-3? →

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