

Read to be Ready Text Selection Protocol

1. Consider the grade-level content area standards and determine:
 - the unit concepts; and
 - the enduring understandings that support the unit concepts that will drive the unit design and initial text selection.
2. Select texts using quantitative analysis, qualitative analysis, and reader and task considerations that will allow students to gain the conceptual knowledge and enduring understandings of the unit.

Content Knowledge

- Select multiple texts that might support students in building knowledge around the concepts and enduring understandings of the unit.

Quantitative

- Look at the quantitative analysis by accessing the Lexile level of the text.

Qualitative

- Complete the qualitative analysis, including structure, language convention and clarity, knowledge demands, and levels of meaning and purpose.
- Compare the qualitative analysis of the texts across the unit set to the grade-level ELA standards in order to ensure that the texts provide opportunities to support an integration of grade-level ELA standards.

Reader

- Consider how you will ensure your students are interested in the situation, theme, topic, issue, or subject matter of the text.
- Consider the prior background knowledge or experience students are bringing to the text that will help them successfully access and comprehend.
- Consider how students' cultural heritage and life experience might support access of the text.

Task

- Ensure that the texts provide content that supports application of enduring understandings within daily and end-of-unit tasks.
 - Ensure that the texts provide structures and language features that support students in the ELA writing standards that will be required in daily and end-of-unit tasks.
3. Pair texts with the appropriate instructional strategies within the literacy block (e.g., interactive read aloud, shared reading, etc.).