**Selecting Quality Texts — English Language Arts/Literacy**

**Intended Audiences:**

* Experienced reviewers
* Reviewers who wish to deepen their ability to select quality texts to evaluate the complexity, quality and scope of texts selected for instructional materials.

**Prerequisite Knowledge:**

* CCSS for English language arts (ELA)/literacy

**Time:**

1.5 hours

**Materials Needed:**

1. Session 2 PowerPoint slides
2. A copy of the text for each reviewer. Options include:
* “Ain’t I a Woman”
* Text from a locally chosen lesson or unit (if locally chosen texts are used, be sure to revise slides as appropriate)
1. A copy of the blank text suitability form for each reviewer
2. A copy of the completed text suitability form for each reviewer

**Session Goals:**

* Develop reviewers’ ability to evaluate the complexity, quality and scope of texts selected for instructional materials. As reviewers learn to evaluate texts, they will be able to determine the ability of the text to:
* Support teaching specific CCSS — emphasis of evidence within text [Dimension I, Criterion 1]
* Support a clear and explicit purpose for instruction [Dimension I, Criterion 2]
* Meet grade-level measures of complexity and demonstrate sufficient quality and scope for instruction [Dimension I, Criterion 3]
* Be the central focus of a common lesson [Dimension II, Criterion 1]
* Facilitate rich and rigorous evidence-based discussions [Dimension II, Criterion 2]

**Part One — Introducing the Review** (Slides 1–12)

**Time: lesson, 10 minutes**

These slides:

* Present session goals
* Communicate the importance of text selection for alignment to the CCSS;
* Clarify the relationship between text selection and the EQuIP quality review process;
* Present research on measures of text complexity and implications for educators; and
* Introduce reviewers to the steps for reviewing texts.

**Part Two — Review Process**

**Step 1. Review Materials** (Slide 13)

**Time: lesson, 5 minutes**

At this point, reviewers should *not* try to read every word of the lesson from start to finish but rather get a good sense of the texts that are being read, the standards instruction is aligned to and any other instructional purpose for the lesson/unit.

**Step 2. Record Important Information about the Text** (Slide 14)

**Time: lesson, 5 minutes**

For steps 2-6, each team member should record information *individually* (and silently) before any discussion occurs. *Use the example response in the slide deck to evaluate the information reviewers have generated. When working in a group, individuals may choose to compare observations after each step or wait until each person has completed the text suitability form.*

**Step 3. Analyze Text Suitability for CCSS R.1, R.2 and R.3** (Slides 15–16)

**Time: lesson, 10 minutes**

**Step 4. Analyze Text Suitability for CCSS for R.4, R.5 and R.6** (Slides 17–18)

**Time: lesson, 10 minutes**

**Step 5. Analyze Text Suitability for CCSS for R.7, R.8 and R.9** (Slides 19–20)

**Time: lesson, 10 minutes**

**Step 6. Provide Recommendations and Summary Comments** (Slide 21)

**Time: lesson, 10 minutes**

**Step 7. Compare Recommendations and Summary Comments** (Slide 22)

**Time: lesson, 10 minutes**

Guide reviewers as they compare recommendations and summary comments. Be sure reviewers include elements of the texts that are particularly noteworthy for developers/teachers as they use the text as an instructional resource. Participants may finalize recommendations and summary comments after discussion.

**Reflect on the Process** (Slide 23)

**Time: lesson: 10 minutes**

Pose the following questions to the review team(s):

* How does this process compare with how texts are typically vetted to be included in instructional materials?
	1. What does this process help to clarify that simply reading the text does not?
	2. Are there any parts of the process that need clarification or further explanation?
	3. How does reviewing texts for suitability inform the thinking about the alignment of instructional materials in English language arts/literacy?

Remind reviewers to complete the session feedback form.