

Quantitative Measures

► QUANTITATIVE MEASURES—WORD AND SENTENCE LENGTH AND FREQUENCY. (This includes grade band specifications listed in the table below.)

Qualitative Measures

► QUALITATIVE MEASURES—STRUCTURE, CONVENTIONS, CLARITY, AND KNOWLEDGE DEMANDS.

Reader & Task

► READER & TASK—MATCHING THE RIGHT BOOK TO THE RIGHT READER AT THE RIGHT TIME.

# Complexity *text*

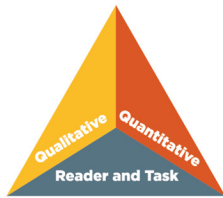
“ONE OF THE KEY REQUIREMENTS OF THE COMMON CORE STATE STANDARDS FOR READING IS THAT ALL STUDENTS MUST BE ABLE TO COMPREHEND TEXTS OF STEADILY INCREASING COMPLEXITY AS THEY PROGRESS THROUGH SCHOOL.”

CCSS APPENDIX A

Standard 10 of the [Common Core State Standards for English Language Arts and Literacy](#) describes the range of reading and level of text complexity for each grade level. The [Supplemental Information for Appendix A](#) outlines a three-sided approach to determining the appropriate level of text complexity for books used in the classroom.

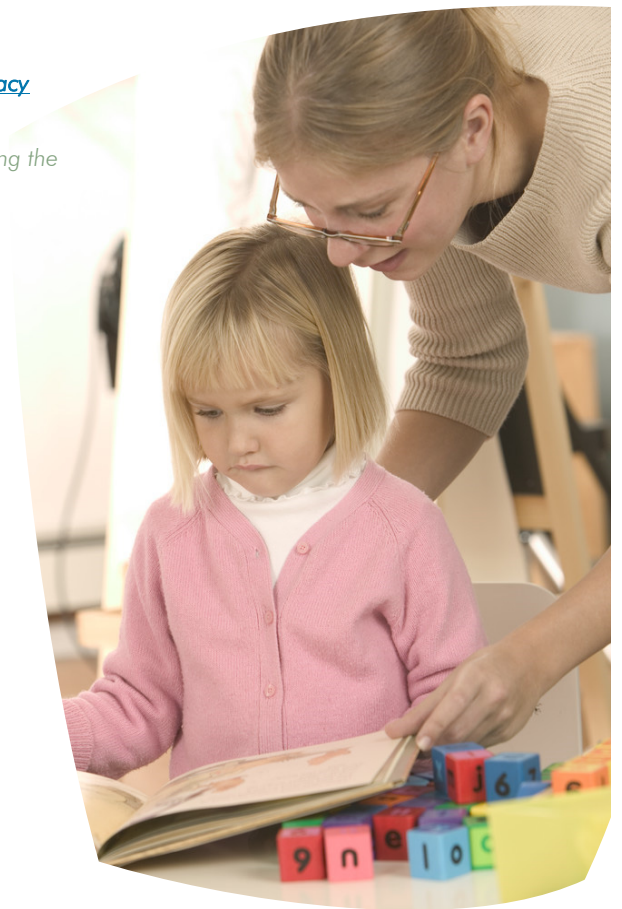
## A THREE-SIDED APPROACH

Quantitative measures are referred to as the readability of a book. The [Common Core Standards](#) for ELA and Literacy provide grade band specifications to help teachers and librarians select books to use in their classrooms. Readability measures (such as Lexiles used in [Scholastic Reading Counts!](#) and ATOS used in [Accelerated Reader](#)) can be used to determine the readability of a book. Grade band specifications do not apply to Kindergarten or first grade as students of these grade levels typically are assisted in reading while they learn foundational skills. Generally speaking, measures that are smaller than those presented in the 2<sup>nd</sup> through 3<sup>rd</sup> grade band have an appropriate readability measure for



Kindergarten through 1<sup>st</sup> grade students.

When selecting books for classroom instruction it is also very important to consider the purpose for reading and appropriateness of the text. This is where qualitative measures and reader and task come into play. While quantitative measures are typically determined by algorithm, both of these areas require human interaction. Reader’s advisory skills and professional judgment will help teachers and librarians in making these decisions.



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### COMMON CORE GRADE BANDS:

The Common Core Standards for ELA and Literacy provide grade band specifications to help teachers and librarians select books to use in their classrooms.

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50