



“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.”

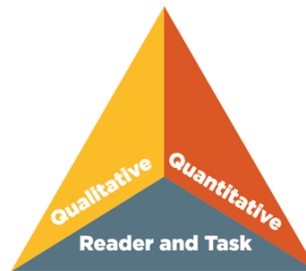
CCSS APPENDIX A

## A THREE-SIDED APPROACH

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.

When teachers and librarians select books for classroom instruction they must also 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 determined by a mathematical equation, these two areas require human interaction. Teachers and librarians use reader’s advisory skills and professional judgment to help make these decisions.

Quantitative measures are also called the readability of books and other reading materials. The **Common Core Standards** provide information to help teachers and librarians select books to use in their classrooms by grade level. Readability measures (Like those used in **Scholastic Reading Counts!** and **Accelerated Reader AR**) can be used to determine how well a student will comprehend what they



read. The grade level information provided in the Common Core does not include Kindergarten or 1<sup>st</sup> grade because typically these students are assisted in reading while they learn foundational skills like phonemic awareness (awareness of word sounds). Quantitative measures lower than those in the 2<sup>nd</sup> -3<sup>rd</sup> grade band are appropriate readability measures for Kindergarten and 1<sup>st</sup> grade students.

COMMON CORE GRADE BANDS: The Common Core provides grade band specifications to help teachers and librarians select books to use in their classrooms.

Common Core Band	The Lexile Framework	ATOS (AR)	Flesch-Kincaid
2 <sup>nd</sup> – 3 <sup>rd</sup>	420 – 820	2.75 – 5.14	1.98 – 5.34
4 <sup>th</sup> – 5 <sup>th</sup>	740 – 1010	4.97 – 7.03	4.51 – 7.73
6 <sup>th</sup> – 8 <sup>th</sup>	925 – 1185	7.00 – 9.98	6.51 – 10.34
9 <sup>th</sup> – 10 <sup>th</sup>	1050 – 1335	9.67 – 12.01	8.32 – 12.12
11 <sup>th</sup> – CCR	1185 – 1385	11.20 – 14.10	10.34 – 14.2



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## PARENT & FAMILY: Text Complexity



- ▶ **QUANTITATIVE MEASURES**—WORD AND SENTENCE LENGTH AND FREQUENCY OF NEW WORDS.
- ▶ **QUALITATIVE MEASURES**—TEXT STRUCTURES (GENRE, ORGANIZATION, PRINT FEATURES), LITERARY DEVICES, CLARITY OF LANGUAGE, AND KNOWLEDGE DEMANDS.
- ▶ **READER & TASK**—MATCHING THE RIGHT BOOK TO THE RIGHT READER AT THE RIGHT TIME.
- ▶ **HELP YOUR CHILD DISCOVER BOOKS THAT ARE AT THEIR READING LEVEL ON TOPICS THEY FIND INTERESTING WITH FIND A BOOK.**



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