At the year level, before placing a text in a specific grade, consider the following:

1. Will my students be **interested** in this text?
2. Is the content of this text **appropriate** for the age of my students?

If you answer no, the text should not be used with your students.

At the unit and lesson level, after placing a text in a specific grade, use the information gathered from the readability measures (e.g., LexileTM) and qualitative measures (e.g., meaning/purpose, text structure, knowledge demands, etc.) to plan for instruction. Consider the following:

What knowledge and skills should students demonstrate after reading this text (e.g., theme, academic vocabulary, fluency, etc.)?

Use the answer to this question to identify which grade-specific Common Core State Standards will be the focus of instruction and the content of questions about the text.

How can this text be used with other texts and how is this text best presented to students (read aloud, read along, or read alone)?

Use the answers to this question to determine where this text “fits” within a larger unit of instruction (e.g., Can the text serve as an introduction to students? Does the text require knowledge that can be learned by reading other texts first?)

Based on a clear understanding of each student’s reading ability, what aspects of the text will likely pose the most challenge for your students?

Use the answer to this question to guide the design of your instructional supports so that all students (even those who struggle) are able to access the text independently and proficiently through multiple and purposeful rereadings of the text.