REVIEW FORM FOR SELECTING TEXTS SUITABLE FOR CCSS INSTRUCTION

TITLE:

AUTHOR:	GENDER: M F	SOURCE:

TEXT ID:		REVIEWER ID:

GENRE: Literary Informational	TYPE: Fiction Drama Poetry Argumentative Narrative Expository	MULTI-MEDIA DIMENSIONS:
		PUBLICATION DATE:	CULTURE:

QUANTITATIVE MEASURES:	2nd-3rd 420-820L	4th-5th 740-1010L	6th-8th 925-1185L	9th-10th 1050-1335L	11th-CCR 1185-1385L

CROSS-CURRICULAR CONNECTIONS:
Social Studies   Math   Science   Technology   Health   Other

BACKGROUND KNOWLEDGE CONSIDERATIONS:

OTHER TEXTS IN SEQUENCE (IF APPLICABLE):

RECOMMENDATIONS (TO BE COMPLETED AFTER ANALYSIS)

INSTRUCTIONAL TASKS: Read aloud   Shared   Independent   Close   Assessment   Other

TARGET CCSS: R.1   R.2   R.3   R.4   R.5   R.6   R.7   R.8   R.9

SUMMARY COMMENTS:

ODELL EDUCATION

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ANALYSIS OF SUITABILITY FOR TARGETED STANDARDS
Key Ideas and Details (CCSS R.1, R.2, and R.3)

Outline the main ideas and/or themes of the text including their supporting details.

R.1, R.2, and R.3 (Consult standards for grade-level expectations.)	Yes / No
Are the content and information in the text accurate? (informational texts)	
Are the ideas/themes clear and significant enough to paraphrase/summarize?	
Are the ideas/themes/literary elements developed with enough details to support analysis?	
Are the relationships among the ideas/literary elements significant enough to analyze?	

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ANALYSIS OF SUITABILITY FOR TARGETED STANDARDS
Craft and Structure (CCSS R.4, R.5, and R.6)
List academic vocabulary words and figurative devices suitable for vocabulary development and analysis of meaning and tone.
Describe the general organizational or narrative structure of the text, including potential areas for skill building.
Describe the point of view and/or purposes of the text, including potential areas for skill building.

R.4, R.5, and R.6 (Consult standards for grade-level expectations.)	Yes / No
Are there words of appropriate difficulty and significance for vocabulary development and analysis of meaning and tone?	
Is the organizational/narrative structure clear, developed, and effective enough to support analysis?	
Is the point of view/purpose(s) compelling, clear, and developed enough to support analysis?	

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ANALYSIS OF SUITABILITY FOR TARGETED STANDARDS

Integration of Knowledge and Ideas (CCSS R.7, R.8, and R.9)

Describe the significance of the illustrations or the multimedia aspects of the text, including potential areas for skill building.

Describe the argumentation of the text including the reasoning and evidence used to support the main claims. (Applicable only to informational texts.)

Describe the central points of comparison of themes/ideas/perspectives among the texts.

(Applicable only to sets of multiple texts.)

R.7, R.8, and R.9 (Consult standards for grade-level expectations.)	Yes / No
Are the contributions of the illustrations and/or multimedia elements appropriate for analysis?	
Is the argumentation clear and developed enough to support analysis?	
Are the points of comparison significant and developed enough to support analysis?	
Is the text a seminal U.S. document or a literary classic of historical and cultural significance?	

After completing analysis, record suitable target standards and summary comments in first page.