



Text Adoption Form

Name of Course:

Grade Level:

Building:

Department:

Title:

Author:

Publisher:

Copyright:

Cover Price: \$

Number Requested:

Expected Date of Implementation:

Signatures of staff who teach this course and reviewed the text and completed the [Text Complexity Analysis](#):

Teacher(s): *[must include two or more teachers]*

Building Administrator: _____ Date ____ / ____ / ____

Director of Curriculum & Instruction: _____ Date ____ / ____ / ____

Approval: Yes No

Deputy Superintendent: _____ Date ____ / ____ / ____

Superintendent of Schools _____ Date ____ / ____ / ____

Board of Education 1st Reading Date: ____ / ____ / ____

Board of Education Approval Date: ____ / ____ / ____

Submit one copy of text with this form to the Deputy Superintendent's Office



Text Complexity Analysis of

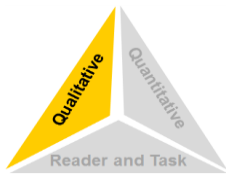
Title:

Author:

Recommended Complexity Band:

Qualitative Measures	Text Description
<p>Meaning/Purpose: <i>(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)</i></p> <p>Text Structure: <i>(Briefly describe the structure, organization, and other features of the text.)</i></p> <p>Language Features: <i>(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)</i></p> <p>Knowledge Demands: <i>(Briefly describe the knowledge demands the text requires of students.)</i></p>	<p>Briefly describe the text:</p>
	<p>Quantitative Measure</p> <p>Complexity Band Level (provide range):</p> <p>Lexile Measure of the Text:</p>
	<p>Considerations for Reader and Task</p> <p>Below are favors to consider with respect to the reader & task:</p> <p>Potential Challenges this Text Poses:</p> <p>Alignment to the New York State Learning Standards for this text:</p> <p>Differentiation/Supports for Students:</p>
Recommended Placement	
<p>Briefly explain the recommended placement of the text in a particular grade band.</p>	

Please use the following rubric to complete the Text Complexity Analysis:
1) [Informational Text Rubric](#) 2) [Literary Text Rubric](#)



Text Complexity: Qualitative Measures Rubric

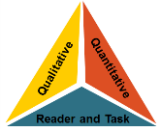
INFORMATIONAL TEXT

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←			Slightly Complex
PURPOSE	<input type="radio"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="radio"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete	<input type="radio"/> Purpose: Implied, but easy to identify based upon context or source	<input type="radio"/> Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<input type="radio"/> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline <input type="radio"/> Text Features: If used, are essential in understanding content <input type="radio"/> Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="radio"/> Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline <input type="radio"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input type="radio"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input type="radio"/> Text Features: If used, enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	<input type="radio"/> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict <input type="radio"/> Text Features: If used, help the reader navigate and understand content but are not essential <input type="radio"/> Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts	<input type="radio"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions	<input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<input type="radio"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="radio"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts <input type="radio"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="radio"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="radio"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Questions to Consider in Planning for Instructional Scaffolding of Informational Text:



Purpose:

- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

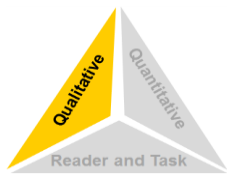
- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?



Text Complexity: Qualitative Measures Rubric

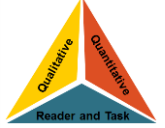
LITERARY TEXT

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←			Slightly Complex
MEANING	<p><input type="radio"/> Meaning: Several level/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</p>	<p><input type="radio"/> Meaning: Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</p>	<p><input type="radio"/> Meaning: More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</p>	<p><input type="radio"/> Meaning: One level/layer of meaning; theme is obvious and revealed early in the text.</p>
TEXT STRUCTURE	<p><input type="radio"/> Narration: Complex and/or unconventional; many shifts in point of view and/or perspective</p> <p><input type="radio"/> Order of Events: Not in chronological order; heavy use of flashback</p> <p><input type="radio"/> Use of Graphics: If used, minimal illustrations that support the text</p>	<p><input type="radio"/> Narration: Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective</p> <p><input type="radio"/> Order of Events: Several major shifts in time, use of flashback</p> <p><input type="radio"/> Use of Graphics: If used, a few illustrations that support the text</p>	<p><input type="radio"/> Narration: Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective</p> <p><input type="radio"/> Order of Events: Occasional use of flashback, no major shifts in time</p> <p><input type="radio"/> Use of Graphics: If used, a range of illustrations that support selected parts of the text</p>	<p><input type="radio"/> Narration: Simple and conventional; no shifts in point of view or perspective</p> <p><input type="radio"/> Order of Events: Strictly chronological</p> <p><input type="radio"/> Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text</p>
LANGUAGE FEATURES	<p><input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</p> <p><input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p><input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts</p>	<p><input type="radio"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language</p> <p><input type="radio"/> Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language</p> <p><input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p><input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</p> <p><input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language</p> <p><input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions</p>	<p><input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand</p> <p><input type="radio"/> Vocabulary: Contemporary, familiar, conversational language</p> <p><input type="radio"/> Sentence Structure: Mainly simple sentences</p>
KNOWLEDGE DEMANDS	<p><input type="radio"/> Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements</p> <p><input type="radio"/> Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge</p>	<p><input type="radio"/> Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements</p> <p><input type="radio"/> Subject Matter Knowledge: requires moderate amount of prior content knowledge</p>	<p><input type="radio"/> Life Experiences: Explores few themes; experiences portrayed are common to many readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements</p> <p><input type="radio"/> Subject Matter Knowledge: requires some prior content knowledge</p>	<p><input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p> <p><input type="radio"/> Subject Matter Knowledge: requires only everyday content knowledge</p>

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Text Evaluation Tool: Diversity in Literature

Based on Teaching Tolerance Reading Diversity Lite (Teacher's Edition): A Tool for Selecting Diverse Texts



Title: _____ Author(s): _____

1. What voices/perspectives/themes does this text include? Check all that apply. (See Glossary for clarification of * terms)

<input type="checkbox"/> Ability*	<input type="checkbox"/> Religion	<input type="checkbox"/> Place/Geography	<input type="checkbox"/> Immigration Status
<input type="checkbox"/> LGBTQIA+	<input type="checkbox"/> Race/BIPOC*	<input type="checkbox"/> Ethnicity*	<input type="checkbox"/> Gender
<input type="checkbox"/> Age	<input type="checkbox"/> Socioeconomics	<input type="checkbox"/> Intersectionality*	<input type="checkbox"/> Privilege
<input type="checkbox"/> Language (bi/multi/ELL)	<input type="checkbox"/> Other <small>(please identify in empty spaces)</small>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do the identities or experiences of the author(s), illustrator(s) character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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3. Does this text accurately reflect lived experiences in terms of setting, characters, speakers, events, language and illustrations?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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4. Do the author's attitudes, beliefs, and point of view promote inclusion and equality?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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5. Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations? (Note: A text may address a stereotype without relying on it.)

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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6. Are certain people or groups left out or given only a silent/token/insubstantial role?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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7. Consider the gaps/silences. Are certain questions or issues related to the topic omitted?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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8. Does this text pair well with other texts that students encounter at school, home, in the media and through cultural transmission?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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9. Consider the historical, social, and cultural context in which the text was written. Is the text relevant now?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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10. Does this text mirror the identities and experiences of my students?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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11. Does this text serve as a window into the identities and experiences of people whose lives are different than my students' lives?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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12. Does this text connect with the interests and concerns of my students?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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13. Does this text relate to and build upon the knowledge my students bring with them?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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14. Does this text promote a healthy self-concept and exploration of identity?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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15. Does this text foster intergroup understanding?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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16. Does this text raise awareness of prejudice and injustice?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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17. Might this text motivate students to act by highlighting individual and collective struggles against injustice?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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18. Overall, is this text **culturally authentic** (language, situations, illustrations accurately depict the cultural experiences of a particular cultural group); **culturally generic** (contains few and/or superficial details to define characters of various racial identities); **culturally neutral** (characters of "color" could be replaced by any racial group and it would not change the story).

<input type="checkbox"/> Culturally Authentic	<input type="checkbox"/> Culturally Generic	<input type="checkbox"/> Culturally Neutral
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Glossary

- ❖ **Ability** – Indication of varying abilities i.e., cognition, hearing, mobility, speech, vision, etc.
- ❖ **Ethnicity** – Grouping of people based on shared attributes such as traditions, ancestry, language, history, society, culture, religion, etc.
- ❖ **Intersectionality** – Overlapping nature of social categories i.e., race, class, gender, orientation, etc. (gay Black man, poor White woman)
- ❖ **Race** – Grouping of humans that typically share or exhibit common physical traits i.e., White, Black, Asian, etc.
- ❖ **BIPOC** – Black, Indigenous, People of Color

Text Evaluation Tool: Diversity in Textbooks

Title: _____ Author(s): _____

1. The textbook reflects diversity and inclusion in the following areas. Check all that apply. (See below for clarification of * terms)

<input type="checkbox"/> Ability*	<input type="checkbox"/> Religion	<input type="checkbox"/> Place/Geography	<input type="checkbox"/> Immigration Status
<input type="checkbox"/> LGBTQIA+	<input type="checkbox"/> Race/BIPOC*	<input type="checkbox"/> Ethnicity*	<input type="checkbox"/> Gender
<input type="checkbox"/> Age	<input type="checkbox"/> Socioeconomics	<input type="checkbox"/> Intersectionality*	<input type="checkbox"/> Privilege
<input type="checkbox"/> Language (bi/multi/ELL)	<input type="checkbox"/> Other <small>(please identify in empty spaces)</small>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do the identities or experiences of the author(s), illustrator(s) contribute to students' diverse reading experiences?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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3. Does this text's content/images of people represent diverse cultural heritages and accurately reflect lived experiences in terms of setting, events, language and illustrations?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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4. Does the content/images perpetuate or rely on stereotypes, generalizations, or misrepresentations? (Note: A text may address a stereotype without relying on it.)

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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5. Are the contributions to the field that are highlighted in the textbook from a diverse range of scholars?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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6. Are the contributions of a certain people or groups to this field left out or given only a silent/token/insubstantial role?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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7. Consider the gaps/silences. Are certain questions or issues related to the field of study omitted?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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- ❖ **Ability** – Indication of varying abilities i.e., cognition, hearing, mobility, speech, vision, etc.
- ❖ **Ethnicity** – Grouping of people based on shared attributes such as traditions, ancestry, language, history, society, culture, religion, etc.
- ❖ **Intersectionality** – Overlapping nature of social categories i.e., race, class, gender, orientation, etc. (gay Black man, poor White woman)
- ❖ **Race** – Grouping of humans that typically share or exhibit common physical traits i.e., White, Black, Asian, etc.
- ❖ **BIPOC** – Black, Indigenous, People of Color