Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Guidance

Developing K-12 Model Reading Lists: "Things to Consider"

Guidance

Developing K-12 Model Reading Lists: "Things to Consider"

Acknowledgements

Developing K-12 Model Reading Lists: "Things to Consider" Acknowledgements:

Sincere appreciation is extended to the following two consultants, writers, and reviewers for their time and work in the development and/or review of this guidance document.

1) Michael C McKenna, Ph.D. Thomas G Jewell Professor of Reading at the University of Virginia.
2) Sharon Walpole, Ph.D. Professor of Reading at the University of Delaware

Writers and reviewers included curriculum directors, principals, teachers, RESA English Language Arts (ELA) Specialists, Georgia Department of Education ELA, CTAE, Special Education, English Learners, policy, and legal staffs, Georgia Association of Curriculum and Instructional Supervisors (GACIS), Georgia Association of Elementary School Principals, Georgia Association of Middle School Principals, Georgia Association of Secondary School Principals, and the Georgia Department of Education ELA Advisory Committee.

Developing K-12 Model Reading Lists: "Things to Consider"

I. Introduction

The purpose of this document is to provide local school districts with guidance for developing model reading lists for K-12 teachers to use in supporting instructional plans. English language arts classroom instructional plans include the careful selection of appropriate reading resources. The types of and difficulty levels of the materials selected should be based on the academic needs and interests of diverse student populations and on the text complexity definitions found in the Georgia standards. The process for the selection of reading materials should include the following:

- Local School Board policy or procedures for evaluating and approving locally selected reading materials
- Parent awareness and participation in reading selection options
- Interests of individual students in the classroom
- Lexile scores of individual students in the classroom
- Reading assessment data of individual students in the classroom
- Complexity and appropriateness of grade-level reading resources to support both student independent reading and teacher-directed reading
- Literary and informational reading selections
- Alignment of reading resources to the appropriate standards

II. Definitions

- **Academic Education Standards**
  Academic education standards establish clear expectations for student learning by stating what students should know and be able to do at each grade level. Standards define learning expectations. Standards do not dictate curriculum (e.g., textbooks and reading lists) or prescribe a method of instruction. In Georgia, decisions regarding standards are made at the state level; curriculum and instructional decisions are made at the local school district level.

- **Curriculum**
  Curriculum represents the teaching and learning which is planned and guided by local school districts to meet the expectations defined by the state standards. Curriculum includes the instructional strategies and resources used to provide focused instruction on the required standards. The curriculum supports the standards but does not prohibit school districts, schools, or teachers from including additional information.

- **Independent Reading Level**
  An independent reading level is the highest readability level at which a student can adequately comprehend without assistance.

- **Lexile**
  A Lexile is a standard score that matches a student's reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension.

- **Teacher-Directed Reading**
  Teacher-directed reading is an activity, such as shared reading, during which one or more students read a challenging text with the continuous guidance and support of the teacher.

III. **"Things to Consider" for Elementary Grades K-5 Reading Lists**
  - Books read aloud to students should be above grade level.
  - Books for shared reading should be near grade level.
  - Books matched to the Lexile levels of students who struggle will be below grade level.
  - Books matched to the Lexile levels of proficient students may be well above grade level.
  - Library policy should not limit student choices on the basis of Lexile scores.

  Futhermore, teachers should
  - exercise caution concerning the social appropriateness of fiction or non-fiction written above grade level.
  - consider selecting information books and other reading materials on the basis of science, social studies, and career-based standards.
  - ensure that the books and other reading materials selected represent a variety of cultures and viewpoints.
  - broaden your scope to include online sources, both text and media.

IV. **"Things to Consider" for Middle and High School Reading Lists**
  - Reading volume matters for adolescents; provide opportunities for students to read widely and to choose books and other reading materials related to their interests.
  - Challenging books and other reading materials can be accessible with teacher support (e.g., by building background knowledge, previewing vocabulary, and providing reading guides).
  - Science, social studies, and Career, Technical, and Agricultural (CTAE) teachers should consider including literature related to curricular topics.
  - Classroom and/or Library policy should not limit student choices on the basis of Lexile scores.

  Additionally, teachers should
  - identify texts in sets that work together to prepare students to read more challenging texts – include appropriate grade-level non-fiction text and literature.
  - identify books and other reading materials that represent a variety of interests and Lexile levels.
  - exercise caution concerning the social appropriateness of fiction or non-fiction written above grade level.
  - ensure that the books and other reading materials selected represent a variety of cultures and viewpoints.
  - broaden your scope to include online sources, both text and media.
  - consider offering students *choices* or alternate selections *of equal literary merit*.

V. **Other Considerations**

  A. **Identify your intended audience:**
     o Primary (Grades K-2)

- o Intermediate (Grades 3-5)
- o Middle School (Grades 6-8)
- o High School (Grades 9-12)
- o English Learners (ESOL)
- o Students requiring reading intervention

B. Developing a model reading list should provide the students with
- o a quality literary and reading experience.
- o a broad selection of titles.
- o selections that include both fiction and nonfiction texts.
- o reading materials that align with the school's curriculum.
- o opportunities for reading outside of school requirements (pleasure reading).
- o increased rigor and relevance in a specific content area.

C. Selection of Titles:
Some considerations for the selection process of reading materials might include
- o grade, age and developmentally appropriate literature.
- o materials of interest to both genders.
- o availability of the reading materials, including ebooks and other electronic formats.
- o classic titles and newly published materials.
- o varied types of literature (fiction and nonfiction/informational text), including different genres (mystery, science fiction, poetry, drama, biography, essays, sports, etc.).
- o multicultural interests.
- o different formats (hard print and digital/ebooks).
- o materials recommended by teachers, media specialists, parents, and students.
- o range of authors.
- o materials that are likely to engage and interest the reader.
- o materials that are of high literary quality.
- o range of reading levels to meet the needs of struggling, proficient, and advanced readers.
- o varied levels of the same text for students with disabilities to keep their instruction online with curriculum and instruction requirements.

VI. Resources
- **A.** National Council of Teachers of English*: Guidelines for Selection of Materials in English Language ArtsPrograms*
  http://www.ncte.org/positions/statements/selectingelamaterial
- **B.** International Reading Association: **http://www.reading.org/**