**Publishers' Criteria for the Common Core State Standards
in English Language Arts and Literacy - Grades 3-12**

Core Principles

ELA and Literacy Curricula, Grades 3-5; ELA Curricula, Grades 6–12

I.   **Key Criteria for Text Selection**

   1. **Text Complexity:**

      A. *Texts for each grade align with the complexity requirements outlined in the standards.*

      B. *All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.*

      C. *Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.*

      D. *Novels, plays, and other extended full-length readings are also provided with opportunities for close reading.*

      E. *Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.*

   2. **Range and Quality of Texts:**

      A. *In grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts.*

      B. *In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.*

      C. *The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.*

      D. *Specific texts or text types named in the standards are included.*

      E. *Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.*

II. **Key Criteria for Questions and Tasks**

1. **High-Quality Text-Dependent Questions and Tasks:**

   A. *A significant percentage of tasks and questions are text dependent.*

   B. *High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.*

   C. *Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.*

   D. *Instructional design cultivates student interest and engagement in reading rich texts carefully.*

   E. *Materials provide opportunities for students to build knowledge through close reading of specific texts.*

   F. *Questions and tasks attend to analyzing the arguments and information at the heart of informational text.*

2. **Cultivating Students' Ability To Read Complex Texts Independently:**

   A. *Scaffolds enable all students to experience rather than avoid the complexity of the text.*

   B. *Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.*

   C. *Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.*

   D. *Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.*

   E. *Materials make the text the focus of instruction by avoiding features that distract from the text.*

   F. *Materials offer assessment opportunities that genuinely measure progress.*

III. **Key Criteria for Academic Vocabulary**

   Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

IV. **Key Criteria for Writing to Sources and Research**

   1. *Materials portray writing to sources as a key task.*

   2. *Materials focus on forming arguments as well as informative writing.*

3. *Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.*

4. *Students are given extensive practice with short, focused research projects.*

V. **Additional Key Criteria for Student Reading, Writing, Listening, and Speaking**

1. *Materials provide systematic opportunities for students to read complex text with fluency.*

2. *Materials help teachers plan substantive academic discussions.*

3. *Materials use multimedia and technology to deepen attention to evidence and texts.*

4. *Materials embrace the most significant grammar and language conventions.*

History/Social Studies, Science, and Technical Subjects Literacy Curricula, Grades 6–12

I. **Text Selection**

1. **Text Complexity:**

   A. *Texts for each grade align with the complexity requirements outlined in the standards.*

   B. *All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.*

2. **Range and Quality of Texts:**

   A. *Curricula provide texts that are valuable sources of information.*

   B. *Curricula include opportunities to combine quantitative information derived from charts and other visual formats and media with information derived from text.*

II. **Questions and Tasks**

1. **High-Quality Text-Dependent Questions and Tasks:**

   A. *Curricula provide opportunities for students to build knowledge through close reading of a specific text or texts.*

   B. *All activities involving text require that students demonstrate increasing mastery of evidence drawn from text.*

   C. *Questions and tasks require careful comprehension of the text before asking for further evaluation and interpretation.*

2. **Cultivating Students' Ability To Read Complex Texts Independently:**

   A. *Scaffolds enable all students to experience rather than avoid the complexity of the text.*

   B. *Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.*

III. **Academic (and Domain-Specific) Vocabulary**

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

IV. **Writing to Sources and Research**

   1. *Materials portray writing to sources as a key task.*

   2. *Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.*

   3. *Students are given extensive practice with short, focused research projects.*