

Common Core Curriculum in English Language Arts and Literacy, Grades K-2 [rev. 4/12/2012]

Key Criteria for Text Selections

1. Texts for each grade align with the requirements outlined in standards
2. All students (including those who are behind) have extensive opportunities to encounter grade-level text
3. Text selections are worth reading and re-reading
4. Literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts

Common Core Curriculum in English Language Arts and Literacy, Grades 3-12 [rev. 4/12/2012]

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
 - 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