

List of Criteria for the Common Core State Standards in English Language Arts for Grades 3-12

I. Text Selection

1. Texts for each grade align with the complexity requirements outlined in the standards.
2. All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.
3. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
4. Novels, plays, and other extended full-length readings are also provided with opportunities for close reading as well as research.
5. 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.
6. In grades 3–5, literacy programs shift the balance of texts and instructional time to 50/50 literature and informational texts.
7. In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.
8. The quality of the suggested texts is high—they are worth reading closely and exhibit exceptional craft and thought or provide useful information.
9. Specific texts or text types named in the standards are included.
10. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

II. Questions and Tasks

1. A significant percentage of tasks and questions are text dependent.
2. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
3. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
4. Instructional design cultivates student interest and engagement in reading rich texts carefully.
5. Curricula provide opportunities for students to build knowledge through close reading of specific texts.
6. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.
7. Scaffolds enable all students to experience rather than avoid the complexity of the text.
8. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.

9. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.
10. Materials make the text the focus of instruction by avoiding features that distract from the text.

III. Academic Vocabulary

1. 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 focus on forming arguments as well as informative writing.
3. 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 skillfully to deepen attention to evidence and texts.
4. Materials embrace the most significant grammar and language conventions.