

A First Look at the Publishers' Criteria

GOAL: Participants will obtain an understanding of the *most significant elements* of the CCSS and their implications for *aligning resources* in ELA and Literacy.

Who: Educators: teachers and administrators; LEA Curriculum Development Team; LEA/School Leadership Teams

What: [*Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2*](#) **OR**

[*Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12*](#) **OR**

[*History/Social Studies, Science, and Technical Subjects Literacy Curricula, Grades 6-12*](#) (*Addendum to Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12*)

When: Common Planning Time, Grade Level Teams, Content Department Meetings, Faculty Meetings, after school curriculum meetings, leadership team meetings, etc.

How:

1. Independently read the [*Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2*](#) **OR** [*Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12*](#) in its entirety. *Selection of document is based upon group composition.
2. Inform participants that they will be taking part in a modified *Jigsaw* activity to work with the *Criteria* text. Each group will re-read a specified portion of text and be responsible for summarizing and articulating any takeaways and/or challenges from their section to share with the larger group and foster alignment discussion.
3. Assign participants to small groups (5 small groups works best)
 - a. Suggested break down of selected text provided
4. After group members have read the assigned section independently, have them briefly discuss the big idea(s) in the section, noting the takeaways, and/or challenges. [Access Graphic to frame discussion.](#)
5. Ask each group to share out their findings with the larger group.
6. Encourage large group to engage in conversation about each section. Reminding participants that the intention of the *Criteria* documents is to inform publishers and curriculum developers' alignment of materials to the CCSS and focus their conversation in light of what can they do within their own work and transition to the CCSS. [Access Reflection document.](#)

Jigsaw Group Reading Sections

*Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, **Grades K-2***

ALL GROUPS: **Introduction** (pg. 1) & **Conclusion** (pg.7)

- Group 1:** I. Key Criteria for ELA and Literacy Materials
 #1-3 (top of pg. 2- top of pg. 3)
- Group 2:** I. Key Criteria for ELA and Literacy Materials
 #4-7 (middle pg. 3 – middle pg. 4)
- Group 3:** II. Key Criteria for Reading Foundations
 #1-2 (middle pg. 4 – top pg. 5)
- Group 4:** III. Building Instructional Materials: Principles into Practice
 #1-3 (top pg. 5 – top pg. 6)
- Group 5:** III. Building Instructional Materials: Principles into Practice
 #4-7 (middle pg. 6- bottom pg. 6)

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

ALL GROUPS: **Introduction** (pg. 1) & **Conclusion** (pg. 11)

- Group 1:** I. Text Selection
 1. Text Complexity
 #1A-E (top pg. 3 – bottom pg. 4)
- Group 2:** I. Text Selection
 2. Range and Quality of Texts
 #2A-E (bottom pg. 4 – top pg. 6)
- Group 3:** II. Questions and Tasks
 1. High Quality Text-Dependent Questions and Tasks
 #1A-E (top pg. 6 – bottom pg. 7)
- Group 4:** II. Questions and Tasks
 2. Cultivating Students' Ability to Read Complex Texts
 Independently
 #2A-E (bottom pg. 7 – top pg. 9)
- Group 5:** III. Academic Vocabulary
 (middle pg. 9)
 AND
 IV. Writing to Sources and Research
 #1-2 (bottom pg. 9- top pg. 10)
 AND
 V. Additional Key Criteria for Student Reading, Writing,
 Listening, and Speaking
 #2-5 (top pg. 10 – middle pg. 11)

*History/Social Studies, Science, and Technical Subjects Literacy Curricula,
Grades 6-12 (Included within Publishers' Criteria for the Common Core State Standards in English
Language Arts and Literacy, Grades 3-12)*

ALL Groups: **Introduction** (pg. 12)

Group 1: I. Text Selection

1. Text Complexity

#1A-B (middle pg. 12 – middle pg. 13)

Group 2: I. Text Selection

2. Range and Quality of Texts

#2A-B (middle pg. 13 – top pg. 14)

Group 3: II. Questions and Tasks

1. High Quality Text-Dependent Questions and Tasks

#1A-C (top pg. 14 – top pg. 15)

Group 4: II. Questions and Tasks

2. Cultivating Student's Ability to Read Complex Texts
Independently

#2A-B (top pg. 15 – bottom pg. 15)

Group 5: III. Academic (and Domain-Specific Vocabulary)
(top pg. 16)

AND

IV. Writing to Sources and Research

#1-2 (middle pg. 16)