

## **Characteristics of Good Reading Material from the Common Core**

The Common Core State Standards in English Language Arts hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life.

### **Grades K-2**

Materials for students in the primary grades need to provide repeated, regular exposure to – and practice opportunities for – the full range of foundational skills, such as concepts of print, phonological awareness, phonics and word recognition, and fluency. The Common Core State Standards in English Language Arts for Grades K-2 emphasize the need to provide all students with consistent opportunities to confront and comprehend grade-level complex text – through individual reading, through read-alouds, or as a group reading activity. Although this may require extra scaffolding for some students, all students should have an opportunity to engage with complex text as a member of a class.

Characteristics of high-quality reading materials for Grades K-2:

- appropriately complex texts
- contain more sophisticated academic vocabulary
- lend themselves to more complex tasks
- able to support rich dialogue
- well-written and, as appropriate, richly illustrated
- appeal to students' interests ("texts of their choice")
- worth reading and re-reading
- wide range of materials on a variety of topics and genres
- vary in length and density
- at students' own reading levels as well as complexity levels that will challenge and motivate students

### **Grades 3-5**

The Common Core State Standards in English Language Arts for Grades 3-5 emphasize the need to provide all students with consistent opportunities to confront and comprehend grade-level complex text – through individual reading, through read-alouds, or as a group reading activity. Although this may require extra scaffolding for some students, all students should have an opportunity to engage with complex text as a member of a class.

Characteristics of high-quality reading materials for Grades 3-5:

- appropriately complex texts
- contain more sophisticated academic vocabulary
- lend themselves to more complex tasks
- able to support rich dialogue
- well-written and, as appropriate, richly illustrated

- appeal to students' interests ("texts of their choice")
- wide range of materials on a variety of topics and genres
- vary in length and density
- at students' own reading levels as well as complexity levels that will challenge and motivate students

## **Grades 6-8**

The Common Core State Standards in English Language Arts hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life.

Characteristics of high-quality reading materials for Grades 6-8:

- compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text
- extended readings that provide opportunities for close reading, or are necessary for research or other purposes, enabling students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material
- additional materials that appeal to students' interests and provide opportunities for regular independent reading – including a wide variety of formats, such as high-quality newspaper and magazine articles as well as information-rich websites
- nonfiction written for a broad audience on a wide variety of topics, such as science, contemporary events and ideas, nature, and the arts (and representing diverse cultures)

## **Grades 9-12**

Characteristics of high-quality reading materials for Grades 9-12:

- compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text
- extended readings that provide opportunities for close reading, or are necessary for research or other purposes, enabling students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material
- additional materials that appeal to students' interests and provide opportunities for regular independent reading – including a wide variety of formats, such as high-quality newspaper and magazine articles as well as information-rich websites
- nonfiction written for a broad audience on a wide variety of topics, such as science, contemporary events and ideas, nature, and the arts (and representing diverse cultures)