**Using the ELA/Literacy Publishers’ Criteria to Better Understand the Standards:**

**Discussion Questions for the Publishers’ Criteria**

**Grades K-2:**

1. What is the intention of the Publishers’ Criteria? Who is it intended for? How can it support these different audiences?
2. How does the Publisher’s Criteria support the implementation of the shifts? Find at least three examples for each shift. (For example, in the Publishers’ Criteria document for grades 3-12, item “E” under Text Complexity on page 3 supports the third shift: “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.”)
3. K-2 instructional materials should focus strongly on fluency and vocabulary. Why are these especially important in grades K-2? What happens to students if they do not have a strong grasp of these reading foundations when they reach grade 3?
4. According the Publishers’ Criteria, in Common Core-aligned materials, “scaffolds enable all students to experience rather than avoid the complexity of the text.” What rationale do the Criteria make for this statement?
5. How do you determine whether a question is text-dependent or not?
6. Which of the three key criteria— reading foundations, text selection, and questions and tasks— is of greatest concern to your implementation process? Why? What ideas do you have to address it?
7. For each of the key criteria, provide an example of how this might work in your classroom/school/district. Discuss the challenges of meeting these criteria and brainstorm about what you can do to address them/what resources or support you might need.

**Grades 3-12:**

1. What is the intention of the Publishers’ Criteria? Who is it intended for? How can it support these different audiences?
2. How does the Publisher’s Criteria support the implementation of the shifts? Find at least three examples for each shift. (For example, in the Publishers’ Criteria document for grades 3-12, item “E” under Text Complexity on page 3 supports the third shift: “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.”)
3. The Publisher’s Criteria for grades 3-12 state, “these criteria sharpen the focus on the close connection between comprehension of text and acquisition of knowledge.” In what specific ways to the criteria promote that connection? How do you see this connection playing out in your classroom/school/district?
4. In the Text Complexity section (pp. 3-4), one of the criteria is, “all students (including those who are behind) have extensive opportunities to encounter grade-level complex text.” How will your classroom(s) support and scaffold *all* students? What strategies will you use to ensure this is happening?
5. How do you determine whether a question is text-dependent or not?
6. The Publisher’s Criteria states that, “reading strategies support comprehension of specific texts and the focus on building knowledge and insight” (p. 9). What is the difference between teaching a strategy and teaching a strategy within a text? What does this kind of instruction look like in a classroom? How does this kind of instruction address the standards and the shifts?
7. How does you school or district currently handle vocabulary instruction? What changes might have to take place in order to support the vocabulary demands of the Publisher’s Criteria?
8. What does it mean to “write to sources?” How is this different from the writing students have been doing previously? How does writing to sources support college/career readiness?

1. How does the Publisher’s Criteria support science, social studies, and the technical subjects? How can you increase collaboration and cross-disciplinary work in your school/classroom/district?
2. Which of the four key criteria – text selection, questions and tasks, academic vocabulary, writing to sources and research - is of greatest concern to your implementation process? Why? What ideas do you have to address it?
3. For each of the key criteria, provide an example of how this might work in your classroom/school/district. Discuss the challenges of meeting these criteria and brainstorm about what you can do to address them/what resources or support you might need.