



LEARN HOW SCHOOLWIDE DEVELOPS BOOK COLLECTIONS TO MEET THE DEMANDS OF THE COMMON CORE LEARNING STANDARDS

The CCLS demands that the majority of instruction be spent on the careful examination of specific texts; including close reading of texts, writing in response to and about texts, and conversations (speaking and listening) about texts (e.g. responding to text dependent questions). Students are required to draw evidence and knowledge from the texts.

Classroom texts should include a balance of informational and literary texts, from a range of disciplines (e.g. domain-specific texts in science and social studies), and representing diverse, genres, cultures, and time periods; with an increased emphasis on informational texts including literary/narrative nonfiction in the upper grades.

The CCLS places an emphasis on challenging students with increasingly complex text. Students must be provided opportunities to read texts both at their reading level and more complex texts. Text selections should support teachers to scaffold struggling readers and strategically build students' academic vocabulary.

When developing text collections Schoolwide first considers the instructional objective (e.g. how a teacher might incorporate the text into their instruction). Instructional objectives and strategies include but are not limited to:

- Independent Reading
- Guided Reading
- Word Study
- Foundational Reading (e.g. Phonological Awareness, Concepts in Print, Vocabulary, and Fluency)
- Academic Vocabulary Instruction
- Writing
 - Including narrative, informational/explanatory, and opinion/argument writing
 - Content Area Instruction (Science and Social Studies)
- Genre Study
 - Including fiction, personal narrative/memoir, literary nonfiction, biography, poetry, and traditional tales (e.g. fairy tales, folk tales, myths).
- Reading Comprehension Instruction – focused on close reading and gathering knowledge from specific texts.

To identify quality literature and make our title selections we continually review new publications and databases including but not limited to publisher's catalogs and websites, the Fountas and Pinnell Official Leveled List Database, the Scholastic Teacher Book Wizard, and multiple professional publications (e.g. IRA, NCTE, and ASCD), in search of quality texts, including current and award winning titles.

Finally, we provide guidance to educators on how texts align to CCLS text complexity grade bands by indicating when applicable/available the Fountas and Pinnell level and Lexile Level for each title.

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