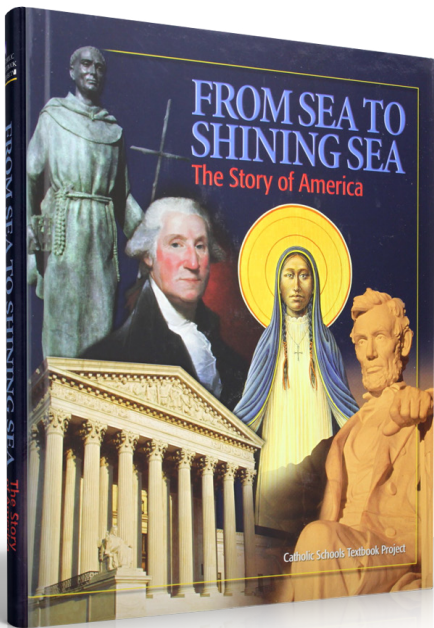


Our Books and Common Core Standards

In April 2012, the Common Core Standards Initiative published its Revised Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy, Grades 3-12. The purpose of these criteria is "to guide publishers and curriculum developers as they work to ensure alignment with the standards in English language arts (ELA) and literacy for history/social studies, science, and technical subjects."

HOW DOES CATHOLIC TEXTBOOK PROJECT'S HISTORY SERIES ALIGN WITH THE COMMON CORE STANDARD?



To answer this question, it is first important to point out that, for social studies, the Common Core Standards are **not content but classroom standards**. They do not impose the inclusion or exclusion of subject matter. Rather, they establish standards for:

- text complexity and literary quality,
- the relationship of questions and tasks to the text,
- building student vocabulary,
- and training students in writing and research.

While our books were not developed for Common Core, **they meet the standards for both history and English language arts**. We used the Lexile framework to test the text complexity of each of our books according to their grade level, and the scores all fell within or above the ranges called for by Common Core reading standards.

Our texts fit well with the Common Core goal that students "read increasingly complex texts." While they function as historical texts, our books were written to be fine literary works in their own right. Catholic Textbooks thus help to exercise students in reading and understanding various genres of writing.

“ Other middle and high-school history textbooks lack the qualities that Catholic Textbook Project’s offer... beautifully and clearly presented. Without proselytizing, and without pressing any worldview other than the importance of understanding the past . . .

Jeffrey Burton Russell

HISTORY PROFESSOR, EMERITUS, UC, SANTA BARBARA



NOT YOUR AVERAGE HISTORY TEXTBOOK

Our texts are challenging; they call on students to stretch their minds and imaginations to attain greater proficiency in the reading and interpretation of texts. The **literary quality** of our texts makes them entertaining as well as informative; many teachers and parents have shared that **students actually enjoy reading our books.**

Some sections of the text may require more careful reading than others, but this is precisely what the Common Core Standards demand; the Publishers Criteria document asks for “shorter, challenging texts that **elicit close reading and rereading.**”

The literary character of our books, especially in the more narrative sections, requires that students learn to discern central ideas from those that are more incidental; stories, by their nature, contain details that may seem extraneous. Our teacher manuals offer guidelines to help instructors guide students in discerning the central ideas and facts in the text.

The Common Core Publishers’ Criteria document asks that a “significant percentage of tasks and questions [be] text-dependent.” Our end-of-chapter questions require students to draw their answers from the text in question. Many questions (especially in our middle-school volumes) **call on students to reflect on what they have read** rather than simply repeat what the text says.

In this way, our texts fulfill the Common Core criterion that “high-quality text-dependent questions ... move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text.”

To learn more about how our textbooks fit U.S. learning standards, visit:
catholictextbookproject.com/state-standards