



Regents Examination in English Language Arts (Common Core)

Guidelines for Text Selection

Texts selected for use on the Regents Exam in ELA (CC) must be worth reading and exemplify the CCLS writing standards. They must be sufficiently complex and merit the close reading and level of analysis required at the 11th-CCR Band level. All texts selected must be aligned to the requirements of the particular exam part and must adhere to the following general specifications.

General Specifications for Text Selection

1. Text Type

- a. CCLS aligned literature texts include stories (the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels); drama (one-act and multi-act plays); and poetry (the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics).
- b. CCLS aligned informational texts consist of literary nonfiction (the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts written for a broad audience).

2. Text Authorship and Source

- a. Literature text authors should represent the best of American and world literature and a balance of historical periods, ethnicities, perspectives, and genders.
- b. Informational text authors should be experts in their respective fields.
- c. Text authors should not be currently holding or running for any prominent political office.
- d. Texts should be selected from a variety of authors.
- e. Texts should be selected from a variety of sources including books, newspapers, magazines and websites.
- f. Texts must be authentic and published in reputable print or web sources.
 - i. Reputable print sources include major newspapers, refereed academic publications, major presses, government publications, etc.
 - ii. Reputable web sources include the Library of Congress, Smithsonian, New York Public Library, Project Gutenberg, universities, newspapers, etc.
- g. Primary sources are preferred.
- h. Texts that are great classic and contemporary works of literature and topics that may be covered in academic subject areas may be selected.

3. Text Content

- a. Text content must be appropriate for 11th grade students.
- b. Text content, writing style, or language must adhere to the *AERA Standards for Educational and Psychological Testing*, 7.4; it does not contain “language” symbols, words, phrases, and content that are generally regarded as offensive by members of racial, ethnic, gender or other groups, except when judged to be necessary for adequate representation of the domain.
- c. Text content should not require extensive outside knowledge for comprehension.
- d. Text content must be engaging such that even students who do not find the particular topic, information, situation, or plot of interest could persist in close reading.
- e. Informational texts must be accurate and not outdated, unless historical.
- f. Texts must be information rich and complex enough to support the specified number of multiple-choice questions required by Part 1 of the exam or the writing required by Part 2 or Part 3.

4. Text Quality

- a. Texts should be worth reading because of their artistry, style, point of view, content, historical significance, authorship, or place in the canon of American or world literature.
- b. Texts must present sufficient content and complexity to merit close reading. Levels of meaning or quality of writing should enable a focused examination of content, structure, or style.
- c. Texts must present sufficient evidence and detail to support analysis of information, perspective, nuances, implications, or plot development, setting, characterization, etc.
- d. Texts must provide sufficient background information for students to understand unfamiliar contexts and/or information.

5. Text Craftsmanship

- a. Texts should exemplify mature, disciplined writing that could be used to instruct students in the development of their writing skills.
- b. Texts should display fine craftsmanship including features such as an effective organizational structure, clear and precise writing, sufficiently elaborated ideas, detailed descriptions or characterizations, coherent paragraphs, transitions, literary devices, sentence variety, effective word choice, correct language usage, and appropriate grammar.

6. Text Difficulty and Complexity

- a. Texts must be in the Grade 11th -CCR Band. Text evaluation will include a quantitative and qualitative review (see “Text Complexity: Quantitative and Qualitative Review.”)