

DEEP DIVE INTO THE CCSS - READING STANDARDS FOR INFORMATIONAL TEXT (50 MINUTES)

Who Should Use this Module?

This module is for educators who are new to the Common Core State Standards, but who have already “unwrapped” the CCSS.

Guiding Question:

- How do fewer, deeper, and higher standards allow us to ensure a more coherent and systematic approach to teaching and learning?

Prerequisites:

This activity works best if participants first complete the activity “Preparing to Unwrap the CCSS.” This is the second of two modules that builds understanding around the Common Core State Standards.

[Preparing to Unwrap the Common Core State Standards](#)

→ Deep Dive into the CCSS - Reading Standards for Informational Text ←

Context:

Literacy instruction should be interdisciplinary in order to ensure that students are able to engage with multiple types of text for multiple purposes. Students should engage with higher-order literacy skills in more complex ways over time.

Outcome:

Participants will be able to summarize what students are expected to know and be able to do when reading text for informational purposes, while noting how expectations change as students move from one grade level to the next.

Suggested Materials:

- [Pages 10, 13, 14, 39, and 40 of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#)
- Deep dive chart templates
- Chart paper and markers for facilitators

Agenda:

1. Facilitator shows p. 10 and introduces organization of standards document and introduces key terms (strands, CCR Anchor Standards, standards)

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Facilitator explains that the 6-12 CCR Anchor Standards for Reading are the same as for K-5, and shows participants corresponding grade-specific standards on pp. 13-14 (K-5) and 39-40 (6-12). **(5 minutes)**

2. Facilitator models a ‘deep dive’ into **CCR Anchor Standard 1** within Key Ideas and Details, using 4th grade as an example. **(5 minutes)**

College and Career Readiness Strand: Reading

College and Career Readiness Standard: 1 – *“Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”*

Grade Level	What should students know and be able to do?
Grade K	
Grade 1	
Grade 2	
Grade 3	
Grade 4	<ul style="list-style-type: none"> • When explaining or drawing inferences from a text, cite examples and details
Grade 5	

How do expectations change as students move from one grade level to the next?

3. By grade band (K-5, 5-9, or 8-12), participants do a 'deep dive' into one standard. **(25 minutes)**
4. Small groups share their charts, focusing on the progression of expectations. **(15 minutes)**

Bridge to Practice:

What implications does the vertical progression of expectations have for teachers working in different grades of the same school? How might your school think about teacher team composition to address this vertical progression?

Additional Resources:

For more information about what the experts are saying about the importance of the CCSS, please visit:

<http://www.americaschoice.org/commoncorestandardsresources>