**Kentucky Academic Standards:   
for Literacy in History/Social Studies, Science and Technical Subjects**

**ANALYZING AND DECONSTRUCTING A STANDARD**

**Activity Instructions:**

Read through the grades 6-12continuum of the Content Literacy Reading standard assigned to your group from the *CCSS Reading Informational Text Standards for History/Social Studies or for Science & Technical Subjects Handouts*.

Follow the steps below and when finished, chart your results, including the subject and standard #:

1. Identify the increase in cognitive demand within each grade band level.
2. Identify the essential skills, concepts, etc. that students need to know and be able to do in order to demonstrate mastery of the standard at each grade level.
3. Identify any academic vocabulary essential to student’s comprehension of an instructional task

**SAMPLE**

**Science and Technical Subjects Standard #1**

**Grades 6-12**

**CCR Reading Anchor 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."**

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| **Grades 6 – 8** | **Grades 9 – 10** | **Grades 11 – 12** |
| **6-8.RH.1. Cite specific textual evidence to support analysis of science and technical texts.** | **9-10.RH.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.** | **11-12.RH.1. Cite specific textual**  **evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.** |

**Increase in Cognitive Demand (Progression of Difficulty)**

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| **Grades 6 – 8** | **Grades 9 – 10** | **Grades 11 – 12** |
| * **Locate and cite specific/supporting evidence from text** | * **Continue 6-8** * **Attend to precise details in explanations or descriptions** | * **Continue 6-10** * **Recognize distinctions the author makes** * **Recognize gaps or inconsistencies in the account** |

**Essential Skills and Concepts**

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| **Grades 6 – 8** | **Grades 9 – 10** | **Grades 11 – 12** |
| * **Find specific evidence in the text** * **Cite evidence correctly** * **Identify and cite evidence that supports their claim** * **Identify and cite evidence that disputes their claim** | * **Continue 6-8 skills** * **Pick out precise details in explanations or descriptions** | * **Continue 6-10 skills** * **Identify important distinctions made by the author** * **Identify gaps in information** * **Identify inconsistencies in information** |

**Academic Vocabulary**

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| **Grades 6 – 8** | **Grades 9 – 10** | **Grades 11 – 12** |
| * **Cite** * **Textual evidence** * **Supports** * **disputes** | * **Continue 6-8** * **Precise details** | * **Continue 6-10** * **Distinctions** * **Gaps** * **inconsistencies** |

**NEXT STEPS:**

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