**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**

**History/Social Studies Reading 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 primary and****secondary sources.** | **9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.** | **11-12.RH.1. Cite specific textual****evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.** |

**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**
* **Recognize and consider the context of the source**
 | * **Continue 6-10**
* **Understand a source’s place within a historical event or movement**
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**Essential Skills and Concepts**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * **Identify difference in primary and secondary sources and their purposes**
* **Understand and use the process of analysis**
* **Identify and Cite evidence that supports their thinking about the text/document**
 | * **Continue 6-8 skills**
* **Recognize text features/information specific to History/SS within a primary/secondary source**
 | * **Continue 6-10 skills**
* **Know how to determine specific details that help the reader gain an understanding of the text/document as a whole**
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**Academic Vocabulary**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * **Primary and secondary Sources**
* **Types of primary and secondary sources**
* **Analysis**
* **Textual evidence**
* **Textual evidence that supports an analysis of the assigned task**
 | * **Continue 6-8**
* **H/SS text/document features**
* **Specific H/SS text features that support an analysis of the assigned task**
* **Cite specific textual evidence to support an analysis of the assigned task**
 | * **Continue 6-10**
* **Insights connected to the Primary/Secondary Sources used for the Assigned Task**
* **Cite specific textual evidence to support analysis and make connections of the text/document as a whole**
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**NEXT STEPS:**

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