

Standards-Aligned Learning Articulation

English Language Arts Learning Standards

Key Ideas and Details from K-12

An Introductory Activity . . .

Before the Activity . . .

- Print each standard from Kindergarten to 11-12 as full page 8.5 x 11 landscape “posters” on hard stock paper. See list below.

During the Activity . . .

- Explain that . . .
There are ten English Language Arts standards in Reading Literature organized in four domains.
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- Invite eleven (11) staff members to form a single file line facing the group.
- Moving from left to right as you face the staff members in the single file line, distribute one card to each staff member. Staff member #1 receives the Kindergarten example, Staff member #2 receives the Grade 1 example, and so on until all of the cards have been distributed.
- Ask each staff member, in turn, to read the contents of their card.
- As the staff members read their card, encourage participants to ponder:

What do you notice about the standards?

After the Activity . . .

- Discuss the subtle way(s) that the standard increased in complexity with each reading as the standard was articulated across the grade levels.
- What might this suggest for instructional planning as we transition from remote learning to Fall Re-entry?

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS ELA Literacy R.L. 9-10 1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS ELA Literacy R.L. 11-12 1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Extension

Invite teachers to repeat this activity in small groups using Reading for Information or other standards . . .