**ELA-Reading Common Core State Standards (CCSS)**

**“Unpacking” Directions**

1. Read Standard RL1 for your grade level on the ELA-Reading CCSS handout. Write this Standard under Column 1-Row 1 on the template.
2. Analyze what students would need to **KNOW** to demonstrate mastery of this Standard? List these terms, generally one-to-two words/nouns, under Column 1-Row 2.
3. Analyze what students would need to be able to **DO** to demonstrate mastery of this Standard? Classify these items under Columns 2 **OR** 3:

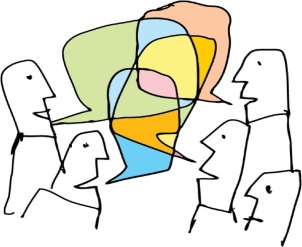
* Column 2: Lower Order Thinking Skills

See Bloom\* Flip Charts on table or Norman Webb, which is the last page of this handout.

* Column 3: Higher Order Thinking Skills

\*NOTE: Bloom’s Application Level is not listed under Columns 2 or 3 since the CCSS are all performance based requiring application.

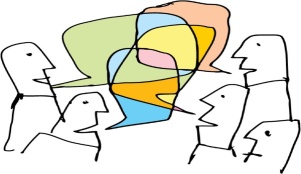
1. Analyze similarities and differences between this Standard and what is currently taught in your current curriculum. Bullet these thoughts under Column 4.
2. Discuss the potential professional development and resource needs necessary for the successful teaching of this Standard. Note your thoughts in the Text Box at the bottom of the page.
3. Transfer your Standards RL1 template synthesis onto chart paper. Post your chart on the wall under the “sign” indicating the grade level Standard that you “unpacked.”
4. “Your Pick:” If time allows, select a Standard of your choice and “unpack” it following Steps 1-5. For the “Your Pick” Standard use only the 8.5 x 11 template. Do not transfer it onto chart paper.

**Common Core “Unpacking” Template**

**SAMPLE: Kindergarten – RL2**

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| **Common Core State**  **Standards:**  **RL2**  **Grade Kindergarten** | **What would students need to DO (verbs)….**  **[LOWER ORDER BLOOM]**  **Remembering (Knowledge), Understanding (Comprehension)** | **What would students need to DO (verbs)….**  **[HIGHER ORDER BLOOM]**  **Analyzing, Evaluating, Creating (Synthesis)** | **Similarities and Differences to Current Curriculum**   * **Is this Standard sufficiently addressed in your current curriculum?** * **Briefly identify what is new or different.** |
| *CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*  **RL2. With prompting and support, retell familiar stories, including key details.**  **KEY KNOWLEDGE:**  **What would students need to KNOW (nouns)…**[Key Vocabulary To Define , Discuss and Model for Students]  **story characteristics (beginning, middle, end), key details, characteristics of an effective retell** | * **Recognize that a story has a beginning, middle, and end.** * **Identify key ideas and details in a familiar story.** | * **Communicate the difference between important (key) and unimportant details in a story.** * **Create an effective retell of a familiar story that includes key ideas and details.** |  |

* **Professional Development Needs:**
* **Resource Needs:**

**Common Core “Unpacking” Template**

**SAMPLE: Grades 11- 12 Standard RL2**

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| --- | --- | --- | --- |
| **Common Core State**  **Standards:**  **RL2**  **Grades: 11-12** | **What would students need to DO (verbs)….**  **[LOWER ORDER BLOOM]**  **Remembering (Knowledge), Understanding (Comprehension)** | **What would students need to DO (verbs)….**  **[HIGHER ORDER BLOOM]**  **Analyzing, Evaluating, Creating (Synthesis)** | **Similarities and Differences to Current Curriculum**   * **Is this Standard sufficiently addressed in your current curriculum?** * **Briefly identify what is new or different.** |
| *CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*  **RL2. Determine two or more themes or central ideas of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**  **KEY KNOWLEDGE:**  **What would students need to KNOW (nouns)…**[Key Vocabulary To Define , Discuss and Model for Students]  **theme, central idea, supporting details, inter-relationship between multiple themes or central ideas, complex account, characteristics of an objective summary** | * **Identify two or more themes or central ideas in a literary text.** * **Identify how two or more themes or central ideas interact and build on one another.** | * **Communicate the difference between central ideas and supporting details in a literary text.** * **Determine themes or central ideas of a literary text.** * **Analyze the development of two or more themes or central ideas over the course of the text, examining how they interact and build on one another to produce a complex account.** * **Create an objective summary (excluding personal opinions)** |  |

* **Professional Development Needs:**
* **Resource Needs:**

**Common Core “Unpacking” Template**

**Standard RL1**

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| --- | --- | --- | --- |
| **Common Core State**  **Standards:**  **RL1**  **Grade:\_\_\_\_\_\_\_\_\_** | **What would students need to DO (verbs)….**  **[LOWER ORDER BLOOM]**  **Remembering (Knowledge), Understanding (Comprehension)** | **What would students need to DO (verbs)….**  **[HIGHER ORDER BLOOM]**  **Analyzing, Evaluating, Creating (Synthesis)** | **Similarities and Differences to Current Curriculum**   * **Is this Standard sufficiently addressed in your current curriculum?** * **Briefly identify what is new or different.** |
| *CCR: 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.*  **Write your grade level’s Standard RL1 below:**  **KEY KNOWLEDGE:**  **What would students need to KNOW (nouns)…**[Key Vocabulary To Define , Discuss and Model for Students] |  |  |  |

* **Professional Development Needs:**
* **Resource Needs:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Common Core State**  **Standards:**  **Standard:\_\_\_\_\_\_**  **Grade:\_\_\_\_\_\_\_\_\_** | **What would students need to DO (verbs)….**  **[LOWER ORDER BLOOM]**  **Remembering (Knowledge), Understanding (Comprehension)** | **What would students need to DO (verbs)….**  **[HIGHER ORDER BLOOM]**  **Analyzing, Evaluating, Creating (Synthesis)** | **Similarities and Differences to Current Curriculum**   * **Is this Standard sufficiently addressed in your current curriculum?** * **Briefly identify what is new or different.** |
| **Write the Standard you have chosen below:**  **KEY KNOWLEDGE:**  **What would students need to KNOW (nouns)…**[Key Vocabulary To Define , Discuss and Model for Students] |  |  |  |

**Common Core “Unpacking” Template**

**YOUR PICK!**

* **Professional Development Needs:**
* **Resource Needs:**