Each section begins with a restatement of the official anchor standards as they appear in the actual Common Core State Standards document.
The emphasis now is on what students should do, utilizing the same grade-level and subject-area structure at your left.

Comprehension questions are included for helping students master thinking moves and skills behind each standard; all can be adapted to a range of class texts and topics.

On this page you’ll find accessible translations of the official standards at your left so you can better grasp what they say and mean.

"Gist" sections provide plain-English synopses of the standards so you can put them to immediate use.

Horizontal and vertical views enable you to consider how the standards change across grade levels for a given subject or down a given grade level in all subjects.

Standards for each discipline are featured on a single page for easy cross-departmental collaboration.

Built-in tabs facilitate navigation.

The actual CCSS Anchor Standard is included for easy reference.

Bold type spotlighting what’s different across grade spans specifically identifies what students must learn within each class and across subjects.

Key Ideas and Details

What the Student Does

Common Core Reading Standards

What is the subject—and what does it say about that?

Which specific details/data are important to mention?

What type of text is this: primary or secondary?

Who is involved? What do they say, do, think, and feel?

What is the setting (time, place, atmosphere)?

Which specific details are most important to cite?

What does the text say about this subject?

What does the text say or suggest about this subject?

What type of text is this?

Which parts of the text are ambiguous or vague?

What is the subject, and what does it say about that subject?

Who is the author or speaker of the text?

What does the primary source say about its subject and what does the secondary source say about that same subject and/or the primary source?

Which specific details are most important to mention?

What is the date and origin of information?

How specific, detailed, and accurate is my textual evidence?

What type of text is this?

Which precise details/data are important to mention?

Who is the author or speaker of the text?

What is the subject, and what does it say about that subject?

What type of text is this?

How specific, detailed, and accurate is my textual evidence?

Which specific details/data are important to mention?

Who is the author or speaker of the text?

What is the subject, and what does it say about that subject?

What type of text is this?

Which precise details/data are important to mention?

Who is the author or speaker of the text?

What is the subject, and what does it say about that subject?

What type of text is this?

Which precise details/data are important to mention?
Common Core Reading Standard 1

What the Teacher Does

To teach students how to “read closely,” do the following:

• Provide students access to the text—via tablet or photocopy—so they can annotate as directed.
• Model close reading for students by thinking aloud as you go through the text with them or displaying your annotations on a tablet via an LCD projector. Show them how to examine a text by scrutinizing its words, sentence structures, or any other details needed to understand its explicit meaning.
• Engage students’ attention by highlighting, underlining, or otherwise drawing their attention to specific words, sentences, or paragraphs that are essential to the meaning of the text. As you do this, ask them to explain what a word means or how it is used in that sentence or how a specific sentence contributes to the meaning of the larger text.
• Display the text via tablet or computer as you direct students’ attention by highlighting, circling, or otherwise drawing their attention to specific words, sentences, or paragraphs that are essential to the meaning of the text. Ask them to explain what a word means or how it is used in that sentence or how a specific sentence contributes to the meaning of the larger text.
• Pose questions—about words, actions, details—that require students to look closely at the text for answers.

To get students to determine “what the text says explicitly,” do the following:

• Ask students to “say what it says”—not what it means—since the emphasis there is on its literal meaning.
• Offer students an example of what it means to read explicitly and support your inference with evidence. Then tell them what a phrase explicitly says, asking them to find evidence inside the text to support their statement about its meaning.
• Give students several pieces of evidence and ask them to determine what explicit idea in the text the evidence supports.

To develop students’ ability to “cite specific textual evidence,” do the following:

• Offer them a set of samples of evidence of different degrees of specificity and quality to evaluate, requiring them to choose the one that best and provide a rationale for their choice.
• Show students how you would choose evidence from the text to support your inference, shown with them the questions you would ask to arrive at that inference.

To “make logical inferences,” ask students to do the following:

• Ask them what they learned from the text about this subject, as compared to what they already knew about that subject, and have students explain why they are making this inference.
• Think aloud with your guidance about the process and how they make such inferences, and then have students find and use evidence to support their inferences.

To identify “uncertainties,” “gaps,” or “inconsistencies,” students can try the following:

• Read—or reread—key sections that focus on reasoning or evidence, and ask, “So what?” or any of the reporter’s questions (who, what, when, where, why, how) that are appropriate to the text or topic, looking for those spots that cannot answer these basic questions logically or fully.

To help your English Language Learners, try this strategy:

• Repeat the process used to make such inferences, verbally labeling each step as you demonstrate it, then ask them to demonstrate their ability to do so on their own or with your prompting. Put the steps (e.g., “What you know, what you learned”) with an example on a poster or handout they can reference on their own as needed.

Notes
Clearly worded entries decode each word or phrase according to the particular way it is used in a given standard.