A Treasure Hunt through the…
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Studies

Directions: Knowing where to find information is just as important as knowing the information. A question can be answered easily and effectively when one knows how to use the available tools. Using the Common Core State Standards in English language arts, work with others at your table to navigate through this document and find the answers to the following questions…

1. According to the Table of Contents what are the three types of Reading Standards in the K-5 grade cluster?
   A. _____________________________________________________________
   B. _____________________________________________________________
   C. _____________________________________________________________

2. Which of the three types of Reading Standards found in the K-5 Reading Cluster do not exist in the 6-12 clusters?
   _____________________________________________________________

3. Finish this statement from the Introduction:
   
   It is important to note that the 6-12 literacy standards in history/social studies, science, and technical studies are not meant to_______________content standards in those areas
   but rather to ____________________ _____________________________. Be prepared to discuss the importance of this statement.

4. What does CCR stand for in the Introduction? What is the importance of CCR in the document?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

This is a tool for Teacher Leaders/Facilitators to use in order to help teachers discover important elements of the Common Core State Standards, and become more familiar with the formatting and nomenclature.

Use this Treasure Hunt or create your own that is more specific to your staff’s needs.

Adapted from Delaware CCSS Training Part 2, ELA segment 1; designed by Juley Harper, July 2010.
5. Finish the following statements about Students Who are College and Career Ready:

They demonstrate____________________________________________________________.

They build______________________________________________________________.

They respond______________________________________________________________.

They comprehend____________________________________________________________.

They value_________________________________________________________________.

They use___________________________________________________________________.

They come__________________________________________________________________.

6. Complete this statement from the Key Design Considerations section:

Students advancing through the grades are expected to________________________each year’s
grade specific standards,________________________or________________________
______________ skills and understandings mastered in______________ grades,
and work steadily toward meeting the more general expectations described by
the________________________ standards.

Discuss the implications for curriculum revisions/design and classroom instruction.

7. According to Key Design Considerations, the CCSS demands that a significant amount of
reading of informational texts take place in and outside the English language arts classroom.
What is another document (in addition to the CCSS) that calls for a special emphasis on
informational text? ____________________________________________________________

8. Find the Distribution of Literary and Informational Passages by Grade in the 2009 NAEP
Reading Framework and the Distribution of Communicative Purposes by Grade in the 2011
NAEP Writing Framework charts. What are the implications for curriculum
development/revisions and classroom instruction?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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9. Locate the first page for each Standard Strand in the CCSS.  
List page numbers here: __________________________________________

Discuss how the standards in each section connect to the anchor standards for the Standard Strands.

10. What are the four specific categories by which each of the standard **READING** strands (except Foundational Skills) are organized? One has been filled in for you.
A. ______________________________________________________________
B. ______________________________________________________________
C. *Integration of Knowledge and Ideas*
D. ______________________________________________________________

11. What are the three text types covered in each of the **Common Core Writing Strands**?
A. ______________________________________________________________
B. ______________________________________________________________
C. ______________________________________________________________

12. According to the CCSS, what is the three-part model for Measuring Text Complexity? Label the model below with the elements, and then discuss why text complexity matters.

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13. Locate the Common Core Language Strands. What does the asterisk (*) represent in the Language Progressive Skills, By Grade charts?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

14. Give an example of a modal auxiliary found in the Grade 4 Standard of the Language Strand.

___________________________________________________________________________