



Chapters 2 & 3: Overview of the Reading Standards (Pages 22-31) and

Literal Understanding and Text Complexity: CCSS 1 & 10 (Pages 32-51)

I DO: Read Chapters 2 & 3 independently and while reading take Cornell Notes. Share notes with Book Study Group.

Chapter 2 Pages 22-26	
The CCSS say.....	The CCSS do not value.....
Chapter 3 Pages 32-42	
Literal Understanding CCSS 1	-----
Text Complexity CCSS 10	



WE DO: In Book Study Groups, follow the directions to do a CAR - Close Analytic Read.

Step 1: Refer back to Chapters 2 & 3 to provide assistance as you discuss the following question:

- 1) Discuss Standards 1 & 10 and how they are inter-connected.

Step 2: CAR – Follow the directions below.

Text Passage under Discussion (P 49)	Definition	Directions
<p>The PARCC Draft even makes this bold assertion: “A significant body of research links the <u>close reading</u> of <u>complex text</u>-regardless if the student is a struggling reader or advanced-to significant gains in reading proficiency, and finds close reading to be a key component of college and career readiness”.</p>	<p>A careful and purposeful re-reading of a text.</p> <p>CCSS 10 – reading and comprehending a range of grade-level texts.</p>	<p>1) Read the passage independently. 2) Re-read by having someone read the passage out loud.</p> <p>Q1) What is Close Reading and how can I integrate it into all my subject areas?</p>



YOU DO: Culminating Activity – ActivWrite:

Step 1: Using the writing prompt given, set a timer for 1-3 minutes and write on topic until the timer stops..

Step 2: Discuss writings with group.

What am I going to do with the information I have learned in these chapters? In particular, Standard 1 (Literal Understanding) and Standard 10 (Text Complexity)?