HOW TO READ A…Delaware English Language Arts Literacy Concept Organizer

The ELA Literacy Concept Organizers* were created to assist teachers in aligning their instruction to the Common Core State Standards in ELA. These ELA Literacy Concept Organizers are <u>not</u> replacements for teachers' individual units. They are deconstructions of the Common Core State Standards. These Literacy Concept Organizers are a resource from which teachers can select appropriate *Knowledge*, *Understandings*, and *Dos* to develop their own unit(s) of instruction.

Knowledge: Refers to information such as vocabulary terms, definitions, and facts that may or may not need explicit instruction, however, are the foundation on which the lesson will be built.

Understandings: Refers to the important ideas, principles, and generalizations that allow students to make connections and see patterns and relationships among content. These are the goals of the instruction, outcomes you expect to achieve.

Dos: Refers to demonstration of skills. These are the skills that require explicit instruction. By the completion of a lesson/unit, students should have mastered the selected skill(s).

GRADE 1-Key Ideas and Details
Literary Reading Standard 1

The shaded areas highlight both the College and Career Readiness Anchor Reading Standard Key Ideas and Details and the CCSS for the grade level indicated.

College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1): 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.		
CCSS – Grade Specific Reading Standard 1 (Informational)		
Grade K: With prompting and support, ask and answer questions about key details in a text.	**Grade 1: Ask and answer questions about key details in a text.**	**Grade 2:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.
KNOW **(Factual)**	**UNDERSTAND** **(Conceptual)**	**DO** **(Procedural, Application and Extended Thinking)**
• Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how)	• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer.	• Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text
CCSS – Grade Specific Reading Informational Standard 10 (Grade 1) With prompting and support, read informational texts appropriately complex for grade 1. **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics		

This arrow indicates the CCSS of grade level prior to the grade level you are working. This allows you to see the progression of from grade to grade.

This arrow indicates the CCSS of grade level above the grade level you are working. This allows you to see the progression of from grade to grade.

The <u>Know</u>, <u>Understand</u> and <u>Do</u> columns align to the shaded grade level.

These recursive strategies are the basic reading strategies that students must know and use to become successful readers. Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.

Reading Recursive Strategies:
o **Assimilating prior knowledge**
o **Rereading to clarify information**
o **Seeking meaning of unknown vocabulary**
o **Making and revising predictions**
o **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
o **Making connections and responding to text**
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GRADE 6-Craft and Structure
<u>Literary</u> Reading Standard 5

College and Career Ready (CCR) Anchor Literary Reading Standard (5): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
CCSS – Grade Level Reading Standard 5 (Literary)		
Grade 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**Grade 6: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**	**Grade 7:** Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Know (Factual)	**Understand (Conceptual)**	**Do (Procedural, Application and Extended Thinking)**
• Literary text • How to analyze • Various text structures (e.g., sentence, chapter, scene, stanza) • Various patterns of organization (e.g., sequence/chronological order, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) • Difference between text structure and text feature • Relationships between parts of text and whole text (as indicated by text features and structures) • Genre characteristics • Literary elements (e.g., setting, plot, theme)	• Authors' choices of structures, features, etc. control the theme and the readers' perceptions. • Good readers understand that recognizing how a text is structured is one key to making meaning from text. • Text structures and features help the writer chunk and organize the information so readers can deconstruct the text. • When readers understand the structure of a text, they can more easily make sense of what they read.	• Identify genre • Identify text features • Identify text structures • Identify text's purpose and theme • Make predictions about text based on its text structures • Describe the connections between text structure and the text's purpose and theme • Make connections between author's choice of text structure and the text's purpose and theme • Explain how structure enhances the text's purpose and theme • Describe the relationship between text structure and development of ideas • Describe the relationship between form/structure and meaning in text • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and

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		contributes to the development of the theme, setting, or plot
CCSS- Grade Specific Reading Standard 10 (Grade 6) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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- o **Making connections and responding to text**

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