

## **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 not 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 Informational Reading Standard 1**

**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

#### **Reading Recursive Strategies:**

- Assimilating prior knowledge
- Rereading to clarify information
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text

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.

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.

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.

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The Know, Understand and Do columns align to the shaded grade level.



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### GRADE 11-12-Key Ideas and Details Informational Reading Standard 3

<b>College and Career Ready (CCR) Anchor Reading Standard (3):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
<b>CCSS – Grade Level Reading Standard 3 (Informational)</b>		
<b>Grade 9-10:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		<b>Grade 11-12:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b>	<b>Do (Procedural, Application and Extended Thinking)</b>
<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze effectively (e.g., text-supported explanation of what, why and how)</li> <li>Patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect)</li> <li>Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)               <ul style="list-style-type: none"> <li>Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections)</li> </ul> </li> <li>Signal words that show relationships between and among ideas/ concepts/event</li> </ul>	<ul style="list-style-type: none"> <li>Authors control information and their message through their choices of how information interacts and develops.</li> <li>Good readers carefully analyze the complex organizational patterns that authors of informational text(s) choose to use.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how organization of multiple/complex events and ideas reflect and support multiple, complex text structures</li> <li>Analyze author's choices of signal words/phrases that show complex relationships between and among ideas in text</li> <li>Analyze how author's choices about presentation and interaction of complex information control readers' understandings of the message/central idea</li> <li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b> <b>CCSS- Grade Specific Reading Standard 10 (Grade 11)</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CCSS- Grade Specific Reading Standard 10 (Grade 12)</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. <b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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