

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 Literary 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)
<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 above the grade level you are working. This allows you to see the progression of from grade to grade.

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

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.

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GRADES 11-12-Key Ideas and Details Literary 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 (Literary)		
Grades 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Grades 11-12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)
<ul style="list-style-type: none"> Textual support Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words, humor, questions, repetition, irony) 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences and draw conclusions about what they read. Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to <i>show</i> an understanding of what they read and how it connects to their lives. 	<ul style="list-style-type: none"> Make, test and revise predictions as they read Make inferences about content, abstract ideas and events in a text and identify author's decisions Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text. Identify how author's choices affect central ideas Analyze texts to make generalizations Differentiate between strong and weak textual support Use the combination of background knowledge, explicitly stated information, and connections from the text to answer questions they have as they read Make critical or analytical judgments to make generalizations

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		<ul style="list-style-type: none">• Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis• Determine where a text leaves matters uncertain• Make connections between conclusions they draw and other beliefs or knowledge• Make critical or analytical judgments about what they read• Create interpretations of text that are adapted as they continue to read and after they read• Create self-motivated interpretations of text where the text leaves matters uncertain.• Analyze connections between self and literary themes• Identify rhetorical strategies used by an author in a text• Analyze an author's choice of rhetorical strategies• Explain an author's use of rhetorical strategies with strong and thorough evidence from the text• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain• Read closely to
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		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 10 (Grade 11) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS- Grade Specific Reading Standard 10 (Grade 12) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.		

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