

*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 ( ).

**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)**

<b>Grade K:</b> With prompting and support, ask and answer questions about key details in a text.	<b>Grade 1:</b> Ask and answer questions about key details in a text.	<b>Grade 2:</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.
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<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>
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<ul style="list-style-type: none"> <li>• Texts</li> <li>• Questions</li> <li>• Answers</li> <li>• Key details</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Background knowledge</li> <li>• 5 W's + H questions (who, what, where, when, why and how)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Good readers know a question is different from a statement and requires an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable predictions as they read</li> <li>• Use information from the text and background knowledge to make inferences</li> <li>• Ask and answer questions which begin with who, what, where, when why, and how</li> <li>• Ask and answer questions about key details in a text</li> </ul>
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**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

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.

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

- 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

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## **GRADE 11-12-- Key Ideas and Details** **Literary Reading Standard 2**

<b>College and Career Ready (CCR) Anchor Reading Standard (2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>CCSS – Grade Level Reading Standard 2 (Literary)</b>		
<b>Grade 9-10:</b> Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>Grade 11-12: Determine two or more themes or central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b>	
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b>	<b>Do (Procedural, Application and Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Literary texts</li> <li>• How to analyze</li> <li>• How to summarize</li> <li>• Central/main idea</li> <li>• Theme</li> <li>• Difference between central ideas and supporting details in a story</li> <li>• The purposes of and relationships between main ideas and supporting details in literary text (e.g., timing of appearance, relationship)</li> <li>• Characteristics of an effective summary for literary texts (e.g., objective vs. subjective)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of literary texts create multiple themes that interact with and build on one another to create a complex text that requires sophisticated analysis.</li> <li>• Good readers develop effective summaries that are objective and include the central ideas of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or graphically represent the relationship between central ideas and specific details</li> <li>• Identify two or more themes or central ideas that interact and build on one another</li> <li>• Analyze the development of two or more themes or central ideas over the course of the text, examining how they interact and build on one another to produce a complex account</li> <li>• Create an objective summary (excluding personal opinions)</li> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> </ul>

**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
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### **Range of Reading and Level of Text Complexity**

#### **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.

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

- Assimilating prior knowledge
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- 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

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