Delaware Literacy Concept Organizer

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.

GRADE 11-12- Integration of Knowledge and Ideas
<u>Reading Standard 7</u>
for Literacy in SCIENCE

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
CCSS – Grade Level Reading Standard 7 (Literacy in History/Social Studies)		
Grade 6-8: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	**Grade 9-10:** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	**Grade 11-12:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Know (factual)	**Understand (conceptual)**	**Do (procedural & application)**
• Informational text (science literary nonfiction and expository/ technical texts) • How to integrate information • How to use information to demonstrate understanding • Media formats (e.g., visual, oral, quantitative) • Text and media topic/message/issue • Relevant vs. irrelevant information • Reliable vs. unreliable resources Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, maps, interactive	• Authors of scientific and engineer's texts make decisions about their presentation of information in order to convey a specific message and meet the needs of their audience. Good readers of science and engineering text develop a coherent understanding of topics or issues by integrating information from a variety of formats. • Authors and presenters	• Distinguish between relevant vs. interesting or irrelevant information • Distinguish between reliable vs. unreliable resources • Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue • Integrate visual information with other information in print and digital texts

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.

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elements on web pages, audio, video)	of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences.	

Range of Reading and Level of Text Complexity
CCSS-Grade Specific Standard 10 (Grade 11-12)
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.
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

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