

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 6-8 Integration of Knowledge and Ideas Reading Standard 9

For Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (9): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)		
Grade 6: Analyze the relationship between a primary and secondary source on the same topic.	Grade 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources.	Grade 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural & Application)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Primary source • Secondary source • Strengths and limitations of primary and secondary sources • Compare/contrast • Author's viewpoint/ focus/ attitude/bias • Author's perspective (background) • Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts) 	<ul style="list-style-type: none"> • Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose. • Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. • Good readers consult a variety of sources when investigating a topic or an event. 	<ul style="list-style-type: none"> • Develop research studies • Identify the relationship between a primary and secondary source on the same topic • Identify the corroborating or conflicting information, facts, interpretations • Identify the authors' positions in the text • Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases • Analyze the strengths and limitations of primary and secondary sources • Analyze the relationship between a primary and secondary source on the same topic
Range of Reading and Level of Text Complexity CCSS-Grade Specific Standard 10 (Grade 6-8) By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 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		

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 Reading Standard 2 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCSS – Grade Level Reading Standard 2 (Literacy in History/Social Studies)		
Grade 6-8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Grade 9-10: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Grade 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Know (factual)	Understand (conceptual)	Do (procedural & application)
<ul style="list-style-type: none"> • Informational text (historical, expository/technical texts) • Primary source(s) • Secondary source(s) • Central/main idea • Key events/details • Prior/background knowledge • Difference between central/main ideas and key details/events in an informational text • Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison) • Different purposes for graphic organizers, based on structure of text • Difference between central/ main ideas and key details in an informational text • Characteristics of an effective summary (e.g., objective vs. 	<ul style="list-style-type: none"> • Authors select organizational patterns and support to convey their central idea(s). • Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s). • Good readers/researchers develop accurate summaries that capture the central ideas of informational text and exclude personal opinions or judgments. 	<ul style="list-style-type: none"> • Determine the central idea of an informational text • Recognize how ideas are organized in an informational text • Identify primary sources • Identify secondary sources • Describe or graphically represent the relationship between central ideas and details/events • Explain how the central ideas are supported by key details • Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes

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subjective) for informational texts		clear the relationships among the key details and ideas. <ul style="list-style-type: none"> • Analyze the development of central ideas in a text • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<p>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.</p> <p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> 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</p>		

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