

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

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.

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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.



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GRADE 11-12-Craft and Structure

Reading Standard 4

Reading Standard for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (4): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCSS – Grade Level Reading Standard 4 (Literacy in History/Social Studies)		
Grade 6-8: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Grade 9-10: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Grade 11-12: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
Know (factual)	Understand (conceptual)	Do (procedural & application)
<ul style="list-style-type: none"> • Informational text (historical, expository/technical texts) • Context clues • How to analyze • Word/language choices • Literal/Denotative meaning • Connotative meaning • Technical meaning • Domain-specific words 	<ul style="list-style-type: none"> • Authors make purposeful word choices to achieve an intended effect within informational text(s). • Authors of informational text(s) use domain-specific vocabulary to clarify concepts. • Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<ul style="list-style-type: none"> • Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words • Use context clues to unlock the meaning of unknown words/phrases • Identify, determine the meaning of, and use domain-specific terms • Determine the appropriate definition of words that have more than one meaning • Trace how an author uses and refines the meaning of key words and concepts over the course of a text • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the

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		meaning of a key term over the course of a text
<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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