

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.
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**KNOW
(Factual)**

**UNDERSTAND
(Conceptual)**

**DO
(Procedural & Application)**

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|---|---|---|
| <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 |
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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 6-8-Integration of Knowledge and Ideas
Reading Standard 8
for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (8): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS – Grade Level Reading Standard 8 (Literacy in History/Social Studies)

Grade 6-8: Distinguish among fact, opinion, and reasoned judgment in a text.	Grade 9-10: Assess the extent to which the reasoning and evidence in a text support the author's claims.	Grade 11-12: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Know (factual)	Understand (conceptual)	Do (procedural & application)
<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Fact Opinion Sound/logical/justified reasoning Arguments Valid vs. invalid claims Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority) 	<ul style="list-style-type: none"> Authors sometimes use unsound reasoning, irrelevant, and/or insufficient evidence to support their arguments and claims in order to promote their ideas or agenda. Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational text(s). 	<ul style="list-style-type: none"> Identify fact Identify opinion Identify reasoned judgments Differentiate between claims which are supported by reasons/evidence and those which are not Differentiate between valid and invalid claims Identify sound reasoning Differentiate between reasoned judgments and those that are not Distinguish among fact, opinion, and reasoned judgment in a text

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