

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

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.

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.

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 9-10- Key Ideas and Details **Informational Reading Standard 2**

College and Career Ready (CCR) Anchor Reading Standard (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 (Informational)		
Grade 8: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Grade 9-10: Determine a central idea of a text and analyze 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.	Grade 11-12: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Know (Factual)	Understand (Conceptual)	Do (Procedural, Application and Extended Thinking)
<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Central idea Key details Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) Relationship between central and specific ideas in an informational text. Characteristics of an effective summary for informational texts (e.g., objective vs. subjective) How to summarize How to analyze 	<ul style="list-style-type: none"> Authors of informational texts develop texts that have a central idea that is developed over the course of a text. Good readers develop effective summaries that are objective and capture the central idea of informational text(s). Good readers analyze how the central idea of an informational text develops, emerges, and is shaped and refined by specific details. 	<ul style="list-style-type: none"> Describe or graphically represent the relationship between central ideas and specific details Determine a central idea of an informational text Describe or graphically represent the relationship between central ideas and specific details Analyze how authors reveal, shape, and refine a central idea, utilizing specific details Create an objective summary of an informational text Determine a central idea of a text and analyze 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
Range of Reading and Level of Text Complexity CCSS- Grade Specific Reading Standard 10 (Grade 9) By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS- Grade Specific Reading Standard 10 (Grade 10) By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <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		

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