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 <u>not</u> 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)**
• Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how)	• 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.	• 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

Reading Recursive Strategies:
o **Assimilating prior knowledge**
o **Rereading to clarify information**
o **Seeking meaning of unknown vocabulary**
o **Making and revising predictions**
o **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
o **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.

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 <u>Know</u>, <u>Understand</u> and <u>Do</u> columns align to the shaded grade level.

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GRADE 9-10-Key Ideas and Details
<u>Informational</u> Reading Standard 3

College and Career Ready (CCR) Anchor Reading Standard (3):
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSS – Grade Level Reading Standard 3 (Informational)		
Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Grade 9-10: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**	**Grade 11-12:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Know (Factual)	**Understand (Conceptual)**	**Do (Procedural, Application and Extended Thinking)**
• Informational text (both literary nonfiction and expository/technical texts) • How to analyze effectively (e.g., text-supported explanation of what, why and how) • Patterns of organization (e.g., comparison, analogy, classification, chronological order, definition, process, problem/ solution, cause/effect) • Signal/linking words/phrases that facilitate analysis (e.g., connections/distinctions between and among ideas/ concepts/event) • Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote) • Presentation strategies (e.g., ordering of information, development of information, and explicit and implied connections) • Connections and interactions (e.g., one piece of text "explains" another or influences another)	• Authors control information and their message through their choices of how information is presented and connected. • Good readers understand that making meaning of complex texts requires a careful analysis of author/s choices.	• Identify linking words/phrases that signal presentation of information • Explain how authors' choices about organization/ presentation of information control readers' understandings of the message/central idea • Analyze how organization of events and ideas reflects various patterns of organization • Analyze how authors' choices about presenting and including or excluding information shape the text and its message • Describe and analyze the author's analysis of information. • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

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)

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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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.

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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