

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)

<p>Grade K: With prompting and support, ask and answer questions about key details in a text.</p>	<p>Grade 1: Ask and answer questions about key details in a text.</p>	<p>Grade 2: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.</p>
<p>KNOW (Factual)</p>	<p>UNDERSTAND (Conceptual)</p>	<p>DO (Procedural, Application and Extended Thinking)</p>
<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

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.

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.

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The Know, Understand and Do columns align to the shaded grade level.



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GRADE 9-10-Craft and Structure **Informational Reading Standard 5**

College and Career Ready (CCR) Anchor Literary Reading Standard (5): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
CCSS – Grade Level Reading Standard 5 (Informational)		
Grade 8: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Grade 9-10: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Grade 11-12: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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) • How to analyze • Various text features(e.g., captions, maps, information from charts and graphs, illustrations) • Various text structures (e.g., sentences, paragraphs, sections, chapters) • Relationships between parts of text and whole text (as indicated by text features and structures) • Ideas and Claims • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution) 	<ul style="list-style-type: none"> • Authors use text structures and text features to chunk and organize the information so readers can deconstruct the text. • Authors' choices of structures, features, etc. control the central idea and the readers' perceptions • Good readers know that recognizing how a text is structured is one key to making meaning from text. • Good readers understand the structures and features of a text, and use them to make sense of what they read. 	<ul style="list-style-type: none"> • Analyze text structures in informative/technical texts to make meaning of text • Analyze the unique features of various informative texts to enhance understanding of the text • Describe the relationship between text organization and development of ideas and claims • Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
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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