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

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.

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

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.

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.

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

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GRADE 9-10-Craft and Structure
<u>Informational</u> Reading Standard 7

College and Career Ready (CCR) Anchor Reading Standard (7):
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCSS – Grade Level Reading Standard 7 (Informational)		
Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Grade 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**	**Grade 11-12:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Know (Factual)	**Understand (Conceptual)**	**Do (Procedural, Application and Extended Thinking)**
- Characteristics of an analysis - Emphasis - Compare/contrast - Text and media topic/message - Author's purpose /intention - Audiences' needs - Media formats (e.g., visually, quantitatively) - Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast)	- Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose. - Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented.	- Compare how different text/media present information about the same subject - Identify aspects of text/media that reveal an author's purpose/intention - Analyze the details included (and excluded) in different versions of an account - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

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.
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**

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