

# 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 Literary 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.
<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Texts</li> <li>• Questions</li> <li>• Answers</li> <li>• Key details</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Background knowledge</li> <li>• 5 W's + H questions (who, what, where, when, why and how)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Good readers know a question is different from a statement and requires an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable predictions as they read</li> <li>• Use information from the text and background knowledge to make inferences</li> <li>• Ask and answer questions which begin with who, what, where, when why, and how</li> <li>• Ask and answer questions about key details in a text</li> </ul>
CCSS – Grade Specific Reading Informational Standard 10 (Grade 1) With prompting and support, read informational texts appropriately complex for grade 1.		
<b>Informational Text–Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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.

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.

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



## Delaware English Language Arts Literacy Concept Organizer

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.

### GRADES 9-10-Key Ideas and Details Literary 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 (Literary)		
Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grades 11-12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural ,Application and Extended Thinking)
<ul style="list-style-type: none"> <li>• Textual evidence/text support</li> <li>• Content/abstract idea</li> <li>• Author’s decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>• Critical/analytical judgments</li> <li>• Generalizations</li> <li>• Background knowledge</li> <li>• Explicitly stated information</li> <li>• Conclusion</li> <li>• Theme</li> </ul> <p>Additional at Grade 10</p> <ul style="list-style-type: none"> <li>• Author’s decisions (notes to readers)</li> <li>• Rhetorical strategies (e.g., persuasive words, anecdotes, figurative language, emotional words,</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>• Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions.</li> <li>• Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to <i>show</i> an understanding of what they read and how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Make, test and revise predictions as they read</li> <li>• Make inferences about content, concrete ideas and author’s decisions in a text</li> <li>• Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text</li> <li>• Differentiate between strong and weak textual support</li> <li>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Make critical or analytical judgments to make generalizations</li> </ul>

**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.



## Delaware English Language Arts Literacy Concept Organizer

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.

<p>humor, questions, repetition, irony)</p>		<ul style="list-style-type: none"> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about characters and events in a text and identify how author's choices affect theme</li> <li>• Identify how author's choices affect central ideas</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> <li>• Analyze connections between self and literary themes</li> </ul> <p><b><u>Additional at grade 10:</u></b></p> <ul style="list-style-type: none"> <li>• Identify rhetorical strategies used by an author in a text</li> <li>• Analyze an author's choice of rhetorical strategies</li> <li>• Explain an author's use of rhetorical strategies with strong and thorough evidence from the text</li> </ul>
<p><b>CCSS- Grade Specific Reading Standard 10 (Grade 9)</b>            By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCSS- Grade Specific Reading Standard 10 (Grade 10)</b>            By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		

**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.