

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 6-8 Integration of Knowledge and Ideas
Reading Standard 9
For Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (9): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)

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| Grade 6: Analyze the relationship between a primary and secondary source on the same topic. | Grade 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources. | Grade 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
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| KNOW (Factual) | UNDERSTAND (Conceptual) | DO (Procedural & Application) |
|---|---|---|
| <ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to analyze Primary source Secondary source Strengths and limitations of primary and secondary sources Compare/contrast Author's viewpoint/ focus/ attitude/bias Author's perspective (background) Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts) | <ul style="list-style-type: none"> Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose. Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. Good readers consult a variety of sources when investigating a topic or an event. | <ul style="list-style-type: none"> Develop research studies Identify the relationship between a primary and secondary source on the same topic Identify the corroborating or conflicting information, facts, interpretations Identify the authors' positions in the text Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases Analyze the strengths and limitations of primary and secondary sources Analyze the relationship between a primary and secondary source on the same topic |

Range of Reading and Level of Text Complexity
CCSS-Grade Specific Standard 10 (Grade 6-8)
 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 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:

- 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-Key Ideas and Details Reading Standard 1 for Literacy in History/Social Studies

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| College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (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 Level Reading Standard 1 (Literacy in History/Social Studies) | | |
| Grade 6-8: Cite specific textual evidence to support analysis of primary and secondary sources. | Grade 9-10: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | Grade 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| Know (factual) | Understand (conceptual) | Do (procedural & application) |
| <ul style="list-style-type: none"> • Informational text (historical, expository/technical texts) • How to cite specific textual evidence (e.g., offer proof from primary and secondary sources) • Features that reflect the reliability of a source (e.g., date, origin of information) • How to analyze (e.g., bias, credibility, point of view, perspective) • Audience • Purpose • Primary sources (including strengths and limitations) • Secondary sources (including strengths and limitations) • Difference between primary and secondary sources | <ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Authors of informational text(s) make specific choices about the selection of sources and use of evidence. • Good readers/researchers analyze the reliability of the information within a document/text. • Good readers/researchers differentiate between strong and weak textual evidence. | <ul style="list-style-type: none"> • Differentiate between primary and secondary sources • Recognize features that impact the reliability of a source (e.g., date, origin of information) • Describe the connection between the audience and the text • Describe the connection between the author's purpose and the text • Identify/cite and explain information from primary sources • Identify/cite and explain information from secondary sources • Supply strong and thorough textual support for analysis of a text • Identify/cite appropriate text support for inferences • Analyze primary sources for bias, credibility, point of view, |

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| | <ul style="list-style-type: none"> • Good readers/researchers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. | <p>perspective, purpose, date, and origin of information</p> <ul style="list-style-type: none"> • Analyze secondary sources for bias, credibility, point of view, perspective, purpose, date and origin of information • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information |
| <p>CCSS-Grade Specific Standard 10 (Grade 9-10) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>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</p> | | |

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