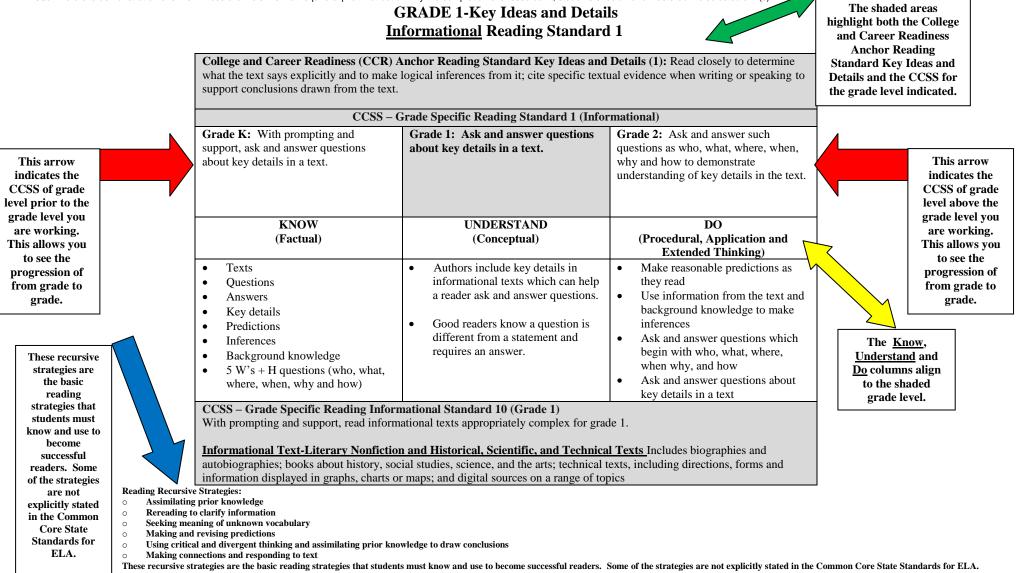
## HOW TO READ A... English Language Arts Literacy Concept Organizer

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).



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## GRADE 1-Key Ideas and Details <u>Informational</u> 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	Grade 1: Ask and answer	Grade 2: Ask and answer such
support, ask and answer questions	questions about key details in a	questions as who, what, where,
about key details in a text.	text.	when, why and how to demonstrate
		understanding of key details in the
		text.
KNOW	UNDERSTAND	DO
(Factual)	(Conceptual)	(Procedural, Application and
		Extended Thinking)
• Texts	• Authors include key details in	Make reasonable predictions
Questions	informational texts which can	as they read
Answers	help a reader ask and answer	• Use information from the text
Key details	questions.	and background knowledge to
Predictions		make inferences
Inferences	• Good readers know a question	Ask and answer questions
Background knowledge	is different from a statement	which begin with who, what,
• 5 W's + H questions (who,	and requires an answer.	where, when why, and how
what, where, when, why and		• Ask and answer questions
how)		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:** 

- $\circ \qquad \text{Assimilating prior knowledge}$
- 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.