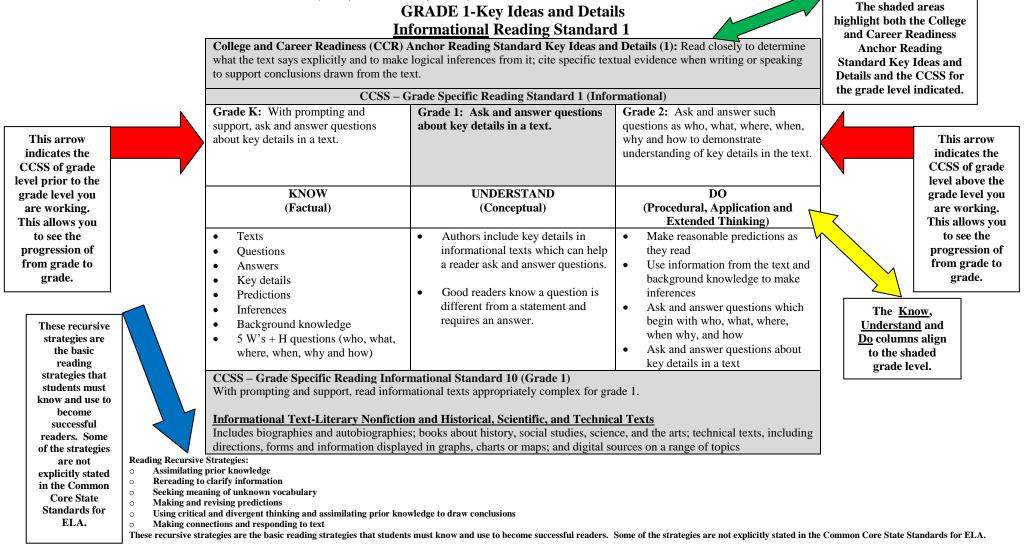
## HOW TO READ A... English Language Arts Literacy Concept Organizer

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 3

CCSS – Grade Level Reading Standard 3 (Informational)		
<b>Grade K:</b> Begin to identify essential information from text features (e.g., author and title)	Grade 1: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Grade 2:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Know (Factual)	Understand (Conceptual)	Do (Procedural, Application and Extended Thinking)
<ul> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to describe</li> <li>Key features of such as author and title</li> <li>Key ideas/concepts, individuals, and events</li> </ul>	<ul> <li>Authors connect individuals, events, and ideas to help readers understand informational texts.</li> <li>Good readers make connections between individuals, events, ideas or pieces of information in order to better understand informational texts.</li> </ul>	<ul> <li>Identify the individuals, events and key ideas/concepts in informational texts</li> <li>Describe(or graphically represent) how individuals, events and key ideas/concepts are connected (their relationship)</li> <li>Identify text features such as author and title in informational texts</li> <li>Recognize that informational texts have a structure</li> </ul>

## 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
- o 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.