

## 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 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 Informational 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

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

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- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text

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### **GRADE 4-Key Ideas and Details** **Informational Reading Standard 3**

<b>College and Career Ready (CCR) Anchor Reading Standard (3):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
<b>CCSS – Grade Level Reading Standard 3 (Informational)</b>		
<b>Grade 3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Grade 4: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b>	<b>Grade 5:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information 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>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to explain (e.g., what and why)</li> <li>• Key ideas/concepts, events, steps in informational texts.</li> <li>• Specific details that explain key ideas, events, steps</li> <li>• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)</li> <li>• Text structure in informational texts (e.g., time, sequence, cause/effect, steps).</li> <li>• Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)</li> <li>• Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.</li> <li>• Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the events, key ideas/ concepts, steps in informational texts</li> <li>• Distinguish between key ideas and explanatory details</li> <li>• Identify and describe how informational and technical texts are structured</li> <li>• Identify words/phrases that signal explanations</li> <li>• Explain how ideas, events, steps are connected</li> <li>• Use specific information to explain what and why key events, ideas, procedures, events happened</li> </ul>
<b><u>Range of Reading and Level of Text Complexity</u></b> <b>CCSS- Grade Specific Reading Standard 10 (Grade 4)</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
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