

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 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.
KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)
<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how) 	<ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. 	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions 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:

- 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.

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

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GRADE 4- Key Ideas and Details **Literary Reading Standard 2**

College and Career Ready (CCR) Anchor Reading Standard (2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCSS – Grade Level Reading Standard 2 (Literary)		
Grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.	Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Grade 5: Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
Know (Factual)	Understand (Conceptual)	Do (Procedural, Application and Extended Thinking)
<ul style="list-style-type: none"> • Literary texts • How to summarize • Central idea(s) • Theme • Difference between central ideas and details in a story • Characteristics of an effective summary for literary texts 	<ul style="list-style-type: none"> • Authors of literary texts include details that help readers determine the theme or central idea(s). • Good readers create effective summaries that capture the central idea(s) or theme of the text. 	<ul style="list-style-type: none"> • Determine the central idea(s) of literary text(s) • Determine the theme of literary text(s) • Identify the difference between central ideas and details in a story • Identify the characteristics of an effective summary for literary texts • Determine a theme of a story, drama, or poem from details in the text; summarize the text
<u>Range of Reading and Level of Text Complexity</u> CCSS- Grade Specific Reading Standard 10 (Grade 4) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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

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