

**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.
<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><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></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.

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

- 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

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**GRADE 4-Craft and Structure**  
**Literary Reading Standard 5**

**College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS – Grade Level Reading Standard 5 (Literary)**

<p><b>Grade 3:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p>	<p><b>Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</b></p>	<p><b>Grade 5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b></p>	<p><b>Do (Procedural, Application and Extended Thinking)</b></p>
<ul style="list-style-type: none"> <li>• Literary text</li> <li>• How to explain</li> <li>• Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes)</li> <li>• Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter)</li> <li>• Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)</li> <li>• Structural elements of prose (e.g. sentence, paragraph, chapter)</li> <li>• Relationships between parts of text and whole text</li> </ul>	<ul style="list-style-type: none"> <li>• Authors’ choices of text structures vary according to genre.</li> <li>• Good readers understand the structure of a text and use this information to make sense of what they read.</li> <li>• Good readers understand that the structure of a literary text varies by genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify genre</li> <li>• Identify text structures</li> <li>• Describe the text structure of prose</li> <li>• Describe the structural elements of poems</li> <li>• Describe the structural elements of drama</li> <li>• Make predictions about text based on text structures</li> <li>• Explain major differences between poems, drama, and prose referring to their structural elements</li> </ul>

**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

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complexity band proficiently, with scaffolding as needed at the high end of the range.

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