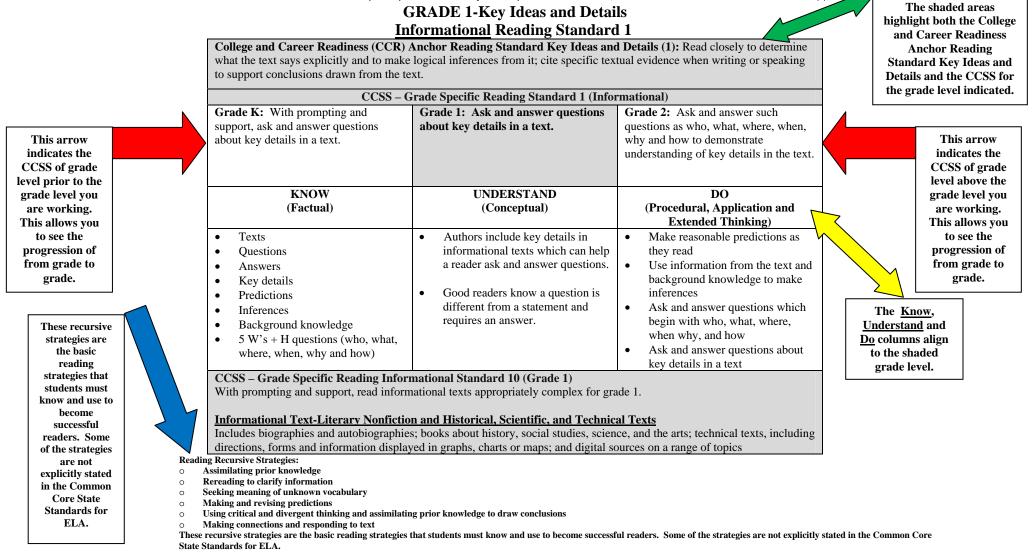
HOW TO READ A... English Language Arts Literacy Concept Organizer

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).



English Language Arts Literacy Concept Organizer

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.

GRADE 5-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 4: Refer to details and	Grade 5: Quote accurately	Grade 6: Cite strong and thorough textual
examples in a text when referring	from a text when explaining	evidence to support analysis of what the text
to what a text says explicitly and	what the text says explicitly	says explicitly as well as inferences drawn from
when drawing inferences from the	and when drawing inferences	the text.
text.	from the text.	
KNOW	UNDERSTAND	DO
(Factual)	(Conceptual)	(Procedural and Application)
 Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	 Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the 	 Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make inferences about author's decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when explaining what the text says Use quotes from the text to support inferences Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

CCSS – Grade Specific Reading Informational Standard 10 (Grade 5)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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
- $\circ \qquad \text{Making connections and responding to text} \\$

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.