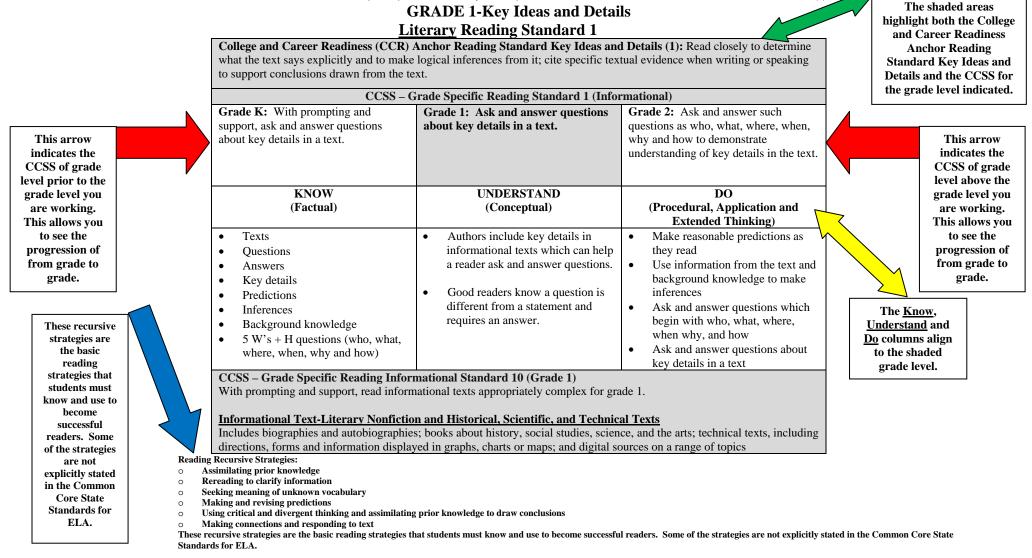# *HOW TO READ A… English Language Arts Literacy Concept Organizer*

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
<u>Literary</u> Reading Standard 1

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.

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)**
• Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how)	• 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.	• 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

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 <u>Know</u>, <u>Understand</u> and <u>Do</u> columns align to the shaded grade level.

CCSS – Grade Specific Reading Informational Standard 10 (Grade 1)
With prompting and support, read informational texts appropriately complex for grade 1.

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

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:
o   **Assimilating prior knowledge**
o   **Rereading to clarify information**
o   **Seeking meaning of unknown vocabulary**
o   **Making and revising predictions**
o   **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
o   **Making connections and responding to text**
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GRADE 5- 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 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**	**Grade 6:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Know (Factual)	**Understand (Conceptual)**	**Do (Procedural, Application and Extended Thinking)**
• Literary texts • How to summarize • Central idea(s) • Theme • Difference between central ideas and details in a story • Role characters or speakers play in stories, drama, or poems. • Characteristics of an effective summary for literary texts	• 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.	• Describe or graphically represent the relationship between central idea(s) and details • Determine a theme in literary text(s) • Determine characters' or speakers' roles in stories, dramas, poems (e.g., actions and reactions) • Explain how particular details (e.g., characters' or speakers' actions and reactions) reveal a theme • Summarize a text, including the central idea(s) in the original piece • 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;

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Reading Recursive Strategies:
- o **Assimilating prior knowledge**
- o **Rereading to clarify information**
- o **Seeking meaning of unknown vocabulary**
- o **Making and revising predictions**
- o **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
- o **Making connections and responding to text**

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		summarize the text

Range of Reading and Level of Text Complexity
CCSS- Grade Specific Reading Standard 10 (Grade 5)
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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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