*HOW TO READ A…Delaware 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).

**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.**

**GRADE 6-8 Integration of Knowledge and Ideas  
Reading Standard 9**

**For Literacy in History/Social Studies**

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| **College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | |
| **CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)** | | |
| **Grade 6:** Analyze the relationship between a primary and secondary source on the same topic.  **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.** | **Grade 9-10:** Compare and contrast treatments of the same topic in several primary and secondary sources. | **Grade 11-12:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, nothing discrepancies among sources.  **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.** |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural & Application)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to analyze * Primary source * Secondary source * Strengths and limitations of primary and secondary sources * Compare/contrast * Author’s viewpoint/ focus/ attitude/bias   **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.**   * Author’s perspective (background) * Author’s strategies for shaping presentations (e.g., author’s choices to emphasize some information or advance different interpretations of facts) | * Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose. * Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. * Good readers consult a variety of sources when investigating a topic or an event. | * Develop research studies * Identify the relationship between a  primary and secondary source on the  same topic * Identify the corroborating or conflicting information, facts, interpretations * Identify the authors’ positions in the text * Describe how the authors’ choices reflect their viewpoints, foci, attitudes, positions or biases * Analyze the strengths and limitations of primary and secondary sources   **The Know, Understand and Do columns align to the shaded  grade level.**   * Analyze the relationship between a primary and secondary source on the same topic |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade 6-8)**  By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 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**
* **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.**

**GRADE 6-8-Craft and Structure**

**Reading Standard 5**

**for Literacy in History/Social Studies**

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| --- | --- | --- |
| **College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (5):** Analyze the structure of texts, 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 (Literacy in History/Social Studies)** | | |
| **Grade 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).** | **Grade 9-10:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | **Grade 11-12:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Informational text (historical, expository/technical texts) * How to describe * Various text structures (e.g., sentences, paragraph, chapter, section) * Various patterns of organization   ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)   * Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) * Difference between patterns of organization and text features * Relationships between parts of text and whole text (as indicated by text features and structures) | * Authors select specific patterns of organization to convey information. * Authors’ choices, including patterns of organization, structure, and text features control the central idea and the readers’ perception. * Good readers/researchers use their knowledge of organizational patterns, structures, and features to make meaning of informational text(s). | * Identify text features * Identify patterns of organization * Make connections between author’s choice of the organizational pattern of an informational text and the text’s purpose and central idea * Explain how organization, structure and/or features enhance text’s purpose and central idea * Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas * Describe how a text presents information |
| **CCSS-Grade Specific Standard 10 (Grade 6-8)**  By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 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 | | |