*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
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| **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**

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

**Reading Standard 6**

**for Literacy in History/Social Studies**

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| **College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (6):** Assess how point of view or purpose shapes the content and style of a text. |
|  **CCSS – Grade Level Reading Standard 6 (Literacy in History/Social Studies)** |
| **Grade 6-8: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).** | **Grade 9-10:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | **Grade 11-12:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| **Know** **(factual)** | **Understand** **(conceptual)** | **Do****(procedural & application)** |
| * Informational text (historical, expository/technical texts)
* Author’s purposes (to inform, to persuade, to explain how) for writing a text
* Point of view (e.g., first person, third person)
* Author’s viewpoint/focus/attitude/bias
* Author’s perspective (background)
* Audience
* Author’s strategies for developing viewpoint and purpose (e.g., when and how to develop information; what information to include or exclude, what rhetorical devices to use)
* Rhetorical devices (e.g., persuasive and propaganda techniques (e.g., repetition, name calling, bandwagon)
* Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron)
 | * Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).
* Author’s choices reveal their position, viewpoint, or attitude.
* Good readers/researchers analyze informational text(s) to better understand and evaluate the author’s viewpoint/attitude and purpose.
 | * Identify the ideas and information learned from the author
* Identify the author’s purpose for writing an informational text
* Identify the point of view of the author of an informational text
* Identify the strategies the author uses to develop his/her viewpoint and purpose.
* Identify rhetorical devices
* Describe the author’s overall purpose for writing a text
* Identify the intended audience
* Describe how the author addresses the needs of the audience
* Identify the author’s viewpoint in a text
* Describe how the author’s choices reflect his/her attitude, viewpoint, focus, or bias
* Describe how the author’s choices shape the content
* Explain how the purpose or viewpoint is conveyed in a text
* Identify aspects of a text that reveal an author’s point of view or purpose
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| **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 |