*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-Integration of Knowledge and Ideas**

**Reading Standard 7**

**for Literacy in History/Social Studies**

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| **College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (7):** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, aswell as in words. |
|  **CCSS – Grade Level Reading Standard 7 (Literacy in History/Social Studies)** |
| **Grade 6-8: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.** | **Grade 9-10:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | **Grade 11-12:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| **Know** **(factual)** | **Understand** **(conceptual)** | **Do****(procedural & application)** |
| * Informational text (both literary nonfiction and expository/ technical texts)
* How to integrate information
* How to use information to demonstrate understanding
* Media formats (e.g., visual, oral, quantitative)
* Text and media topic/message/issue
* Relevant vs. irrelevant information
* Reliable vs. unreliable resources
* Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, maps, interactive elements on web pages, audio, video)
 | * Authors make decisions about their presentation of information in order to convey a specific message and meet the needs of their audience.
* Good readers’ and viewers’ develop a coherent understanding of topics or issues by integrating information from a variety of formats.
* Creators and presenters of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences.
 | * Distinguish between relevant vs. interesting or irrelevant information
* Distinguish between reliable vs. unreliable resources
* Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue
* Integrate visual information with other information in print and digital texts
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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 |