

# Alaska Standards for English/Language Arts and Mathematics Phase Placement Survey

## Awareness Phase Goal:

- ✓ All district leaders and teachers understand the rationale for new standards, language, structure, and major shifts of the Alaska Standards for ELA and Math.

Have Not Begun

Just Under Way

Making Good Progress

Successfully Completed

## Steps for Awareness Phase

1. District level staff have completed the Phase Placement Survey and developed an action plan based on the results. (see resource a and/or b)
2. All district staff and teachers have access to a copy of the Alaska Standards for ELA and Math. (see resource c)
3. All district staff and teachers understand the need for more rigorous standards for ELA and Math. (see resource d)
4. All district staff and teachers have a beginning understanding of the major shifts within the Alaska Standards for ELA and Math. (see resource e)
5. All district staff and teachers understand the language and structure of the Alaska ELA and Math Standards. (see resource f)
6. All district staff and teachers have a beginning understanding of the content of the Alaska ELA and Math Standards. (see resource g)

## Possible Resources for Awareness Phase

- a. Phase Placement Survey
- b. Needs Assessment to Guide Planning; Multi-Year Planning Template; Standards Planning Template
- c. Standards Documents <http://www.eed.state.ak.us/tls/assessment/2012AKStandards.html>
- d. Need for Change PowerPoint
- e. Overview of the Alaska Standards for ELA and Math-PowerPoint
- f. Introduction to the Alaska Standards for ELA and Math –
  - PowerPoint
  - Organizational Charts
  - Guide to Reading Alaska ELA Standards
  - Guide to Reading Alaska Math Standards
  - Math Content Standards Overview
- g. Treasure Hunt and Answer Guide
  - ELA
  - Math

# Alaska Standards for English/Language Arts and Mathematics Phase Placement Survey

Transition Phase Goal:	Have Not Begun	Just Under Way	Making Good Progress	Successfully Completed
<ul style="list-style-type: none"> <li>✓ Teachers are adjusting instruction to be consistent with Alaska ELA and Math Standards.</li> <li>✓ District has a plan to address curricula, materials, and professional development for implementation of the Alaska ELA and Math Standards.</li> </ul>				
<b>Steps for Transition Phase</b>				
1. Teachers have identified instructional shifts and content changes in Alaska ELA and Math Standards for which they provide instruction. (see resource a and/or b)				
2. Teachers have begun to adjust instructional practices to reflect the major shifts in the Alaska ELA and Math Standards.				
3. Teachers have begun to adjust instructional practices to reflect the content of the Alaska ELA and Math Standards.				
4. The district has conducted a systematic examination and alignment of current ELA and Math curricula with Alaska ELA and Math Standards. (see resource c)				
5. The district has identified gaps between current curricula and materials and those needed to effectively implement the Alaska ELA and Math Standards.				
6. The district has developed a plan to address the identified gaps.				
<b>Possible Resources for Transition Phase</b>				
a. ELA Standards: Understanding the Shifts				
b. Math Standards: Shifts				
c. ELA Standards: Highlights by Content Areas				
d. Math Standards: Overview				
e. Comparison Guide				
f. District Leader's Guide				

## Alaska Standards for English/Language Arts and Mathematics Phase Placement Survey

### Implementation Phase Goal:

- ✓ District has aligned curricula and materials to the Alaska ELA and Math Standards.
- ✓ District is providing ongoing professional development and monitoring of instruction regarding implementation of the Alaska ELA and Math Standards.

Have not Begun

Just Underway

Making Good Progress

Successfully Completed

### Steps for Implementation Phase

1. District ELA and Math curricula are aligned to the Alaska ELA and Math Standards.
2. District ELA and Math materials are aligned to the Alaska ELA and Math Standards.
3. Teachers are receiving ongoing professional development for implementation of the Alaska ELA and Math Standards.
4. The District has given direction to principals regarding monitoring instruction for alignment to the Alaska ELA and Math Standards

### Possible Resources for Implementation Phase

To be development

**Center on Instruction**  
***Reading Standards: Foundational Skills (K-5) With Additional Related Sub-Skills Chart***  
***for ELA: Reading Foundational Skills of the Common Core State Standards***

The Common Core State Standards Initiative (CCSS) is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom.

Included in the Common Core State Standards are The Reading Standards: Foundational Skills (K–5). These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

The Foundational Skills define end-of-year expectations. As with the other standards, they are intentionally written this way to allow teachers, curriculum developers, and states to determine how to meet these expectations. The Foundational Skills describe the concepts children need to acquire to become proficient in decoding text. Researchers have been able to determine a general progression of how children acquire these skills (Vandervelden & Siegel, 1995; Adams, 1996; Ehri, 1998; National Institute of Child Health and Human Development, 2000). The content of this document is based on an analysis of each Foundational Skill to determine the sub-skills needed to achieve each specific Foundational Skill. The result is a broad, but developmentally appropriate, sequence of sub-skills that will lead to successful attainment of the Foundational Skills. It should be emphasized that although the sub-skills follow an appropriate sequence, this should not be interpreted as a comprehensive or definitive set of sub-skills. It is intended to be a guideline for teachers to use as they plan their instruction. It can also aid teachers as they individualize instruction for students at different levels of skill acquisition.

Finally, it is important to note that sub-skills are not repeated across grade levels. So, it is imperative that educators have access to the K-5 sub-skills for those students who are either struggling and need extra support or intervention, or for those students who are above grade level and require enrichment.

The K-5 Foundational Skills for Reading standards from the Common Core Standards are included in the tables below organized by grade level and reading component (i.e., Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency). They are either numbered (located in the rows) or lettered (located in the left column). The right column contains prerequisites or sub-skills, in sequential order, that should be accomplished before its counterpart in the left column is accomplished.

<b>KINDERGARTEN</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	
c. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Distinguish among letters, words, and sentences.</li> </ul>
d. Recognize and name all upper- and lowercase letters of the alphabet.	
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>Determine if spoken pairs of words rhyme (e.g., Do these words rhyme? <i>moon, spoon</i>).</li> <li>Produce a spoken word with the same rhyme of a spoken word (e.g., Can you tell me a word that rhymes with <i>hat</i>?).</li> <li>Identify which spoken words rhyme (e.g., Which of these words rhyme? <i>mat, cat, sun</i>).</li> </ul>
b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>Segment spoken sentences into words (e.g., How many words are in this sentence? <i>The sun is bright.</i>).</li> <li>Blend spoken words together to make compound words (e.g., Put the parts together to make a bigger word: <i>cup cake.</i>).</li> <li>Segment spoken compound words (e.g., Can you break the word <i>cupcake</i></li> </ul>

	<p>into two smaller words?).</p> <ul style="list-style-type: none"> <li>• Pronounce the syllables in spoken words (Clap and say the parts of the word <i>tiger</i>.).</li> <li>• Count the syllables in spoken words (e.g., Clap the parts of the word <i>tiger</i>. How many parts?)</li> <li>• Blend syllables into spoken words (e.g., Put the parts together to make the whole word: <i>pic-nic</i>).</li> <li>• Segment syllables into spoken words (e.g., Can you break the word <i>window</i> into two smaller parts?).</li> </ul>
c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Detect initial sound in spoken words (e.g., Do you hear /t/ at the beginning of the word <i>top</i>? Do you hear /t/ at the beginning of the word <i>log</i>?).</li> <li>• Identify initial sound in spoken words (e.g., What sound do you hear at the beginning of the word <i>cake</i>?)</li> <li>• Blend the sounds of a spoken word segmented into onset and rime to make a whole word (e.g., Put the parts together to make a whole word: /m/-/ap/.).</li> <li>• Segment the sounds of a spoken word into onset and rime (e.g., Say the word <i>cat</i> in two parts-the first sound then the rest of the word).</li> </ul>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> <li>• Detect the initial sound in spoken CVC words (e.g., Do you hear /l/ at the beginning of the word <i>lip</i>? Do you hear /l/ at the beginning of the word <i>sat</i>?).</li> <li>• Detect the final sound in spoken CVC words (e.g., Do you hear /p/ at the end of the word <i>lip</i>? Do you hear /p/ at the end of the word <i>sat</i>?).</li> <li>• Blend individual sounds in spoken words to make words (e.g., /b/ /e/ /d/, what word? <i>bed</i>).</li> <li>• Identify the initial sound in spoken CVC words (e.g., What is the first sound you hear in the word <i>lip</i>?).</li> </ul>

<sup>1</sup> Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

	<ul style="list-style-type: none"> <li>Identify the final sound in spoken CVC words (e.g., What is the last sound you hear in the word <i>met</i>?).</li> <li>Detect the medial vowel sound in spoken CVC words (e.g., I'm going to say two words and you tell me what is different: <i>rim</i>, <i>ram</i>. How are these words different?).</li> </ul>
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>Identify individual sounds in spoken CVC words (e.g., What sounds do you hear in the word <i>big</i>? /b/ /i/ /g/).</li> <li>Produce a spoken word when a phoneme is removed (deletion) (e.g., Say <i>seat</i>. Now say <i>seat</i> without the /s/: <i>eat</i>.).</li> <li>Produce a spoken word when a phoneme is added (e.g., Say <i>eat</i>. Now say <i>eat</i> with /s/ at the beginning).</li> <li>Recognize a spoken word when a phoneme is replaced (substitution) with a different phoneme (e.g., Say <i>hit</i>. What word do you have if you change the /t/ to /m/? <i>him</i>).</li> </ul>
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> <li>Recognize and say aloud the one to one correspondence between short vowel graphemes (<i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i>) and their sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in VC (e.g., <i>am</i>) and CVC (e.g., <i>sit</i>) words.</li> <li>Recognize and say aloud the one to one correspondence between common long vowel graphemes (<i>a_e</i>, <i>e_e</i>, <i>i_e</i>, <i>o_e</i>, <i>u_e</i>) and their sounds (/ā/, /ē/, /ī/, /ō/, /ū/).</li> </ul>
c. Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> ,	

<i>is, are, do, does</i> ).	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>• Demonstrate that as letters of words change, so do their sounds (alphabetic principle).</li> <li>• Use knowledge of the alphabetic principle to segment and blend (decode) simple, one syllable, decodable words (VC and CVC).</li> <li>• Read similarly spelled one syllable, decodable words (e.g., <i>big/ bug, pet/met, cap/cat</i>) and identify the sound and letter that is different.</li> </ul>
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	
	<ul style="list-style-type: none"> <li>• Listen to different genres (e.g., nursery rhymes, stories) read aloud fluently.</li> </ul>



FIRST GRADE	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Identify short vowel sounds in spoken single-syllable words (e.g., Do you hear /ă/ in <i>ant</i>? <i>man</i>?).</li> <li>Identify long vowel sounds in spoken single-syllable words (e.g., Do you hear /ā/ in <i>ate</i>? <i>made</i>?).</li> </ul>
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>Blend individual phonemes in spoken single-syllable words (e.g., Put the sounds together to make the whole word: /s/ /a/ /t/(sat); /m/ /i/ /s/ t/ (<i>mist</i>); /s/ /k/ /ā/ /t/ (<i>skate</i>)).</li> </ul>
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>Detect the initial sound in spoken single-syllable words (e.g., What is the first sound you hear in the word <i>mouse</i>? /m/).</li> <li>Detect the final sound in spoken single-syllable words (e.g., What is the last sound you hear in the word <i>drum</i>? /m/).</li> <li>Detect the medial vowel sound in spoken single-syllable words (e.g., What vowel sound do you hear in the middle of the word <i>seat</i>? /ē/).</li> </ul>
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> <li>Segment spoken VC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>am</i> one sound at a time: /ă/ /m/).</li> <li>Segment spoken CVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>ran</i> one sound at a time: /r/ /ă/ /n/).</li> <li>Segment spoken VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>ask</i> one</li> </ul>

	<p>sound at a time: /ă/ /s/ /k/).</p> <ul style="list-style-type: none"> <li>Segment spoken CVCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>list</i> one sound at a time: /l/ /ĭ/ /s/ /t/).</li> <li>Segment spoken CCVC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word <i>slip</i> one sound at a time: /s/ /l/ /ĭ/ /p/).</li> </ul>
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<ul style="list-style-type: none"> <li>Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>).</li> <li>Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>).</li> </ul>
b. Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>Segment and blend VC words (e.g., <i>am</i>)</li> <li>Segment and blend CVC words (e.g., <i>ran</i>).</li> <li>Segment and blend words with consonant blends.</li> </ul> <p>-Segment and blend VCC words (e.g., <i>ask</i>).</p> <p>-Segment and blend CVCC words (e.g., <i>list</i>).</p> <p>-Segment and blend CCVC words (e.g., <i>slip</i>).</p> <p>-Segment and blend CVCC words (e.g., <i>lamp</i>).</p>
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>State the long and short sounds of the vowels.</li> <li>Read CVC (e.g., <i>can, hop</i>) words.</li> <li>Demonstrate the understanding that when a single-syllable word ends in <i>e</i> (VCe), the initial vowel usually says its name (the long sound) and the <i>e</i> is silent. Commonly referred to as the silent <i>e</i> rule (e.g., <i>sale, shake, cone</i>).</li> <li>Apply rule and read single-syllable words with <i>final -e</i> (e.g., <i>cane, hope, tile, tale</i>).</li> <li>Write the spelling correspondences for</li> </ul>

	<p>VCe words.</p> <ul style="list-style-type: none"> <li>Identify sounds for common vowel teams, also known as vowel digraphs (two consecutive vowels that make one sound) (e.g., <i>oa</i> in <i>boat</i>, <i>ea</i> in <i>seat</i>, <i>ee</i> in <i>feet</i>, <i>ai</i> in <i>sail</i>).</li> <li>Read single-syllable words using knowledge of common vowel team conventions, or vowel digraphs (e.g., <i>boat</i>, <i>seat</i>, <i>feet</i>, <i>sail</i>).</li> <li>Write the spelling correspondences for common vowel teams, or vowel digraphs.</li> </ul>
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>Demonstrate that words can be divided into parts or chunks called syllables (e.g., Say own name counting/clapping the number of syllables; How many syllables does the word <i>insect</i> have? (2) What are the two parts of <i>insect</i>? <i>in</i> <i>sect</i>).</li> <li>Identify vowel sounds in syllables (e.g., “<i>in</i> /i/ <i>sect</i> /ĕ/”).</li> <li>Use a strategy to determine the number of syllables in a printed word (e.g., Read word, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>macaroni</i> (4)).</li> </ul>
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>Demonstrate the understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., <i>map</i>, <i>sit</i>, <i>stop</i>).</li> <li>Demonstrate the understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., <i>we</i>, <i>go</i>, <i>hi</i>, <i>she</i>).</li> <li>Demonstrate the understanding that the final <i>e</i> in a vowel-consonant-e (VCe) syllable makes the vowel long or “say its own name” (e.g., <i>made</i>, <i>time</i>, <i>cute</i>).</li> <li>Distinguish between syllable types (e.g., Sort single syllable words into either closed (e.g., <i>men</i>), open (e.g., <i>me</i>), or VCe (e.g., <i>hide</i>) categories).</li> <li>Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., <i>rain</i>, <i>green</i>, <i>foil</i>).</li> <li>Demonstrate an initial understanding that the consonant-le syllable contains a consonant followed by the letters <i>le</i> (e.g.,</li> </ul>

	<p><i>apple, table</i>).</p> <ul style="list-style-type: none"> <li>• Demonstrate an initial understanding that an r-controlled syllable contains a letter combination made up of a vowel followed by the letter <i>r</i> (e.g., <i>for, star, first</i>).</li> <li>• Demonstrate how to break two-syllable words into syllables (e.g., Circle syllables in two-syllable words <i>picnic</i>).</li> <li>• Read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>).</li> <li>• Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>).</li> </ul>
f. Read words with inflectional endings.	<ul style="list-style-type: none"> <li>• Decode letter-sound correspondences for common inflectional endings (e.g., -<i>est, -ed, -ing</i>).</li> <li>• Read base words fluently that can have common inflectional endings added to them (e.g., <i>long, play, jump</i>).</li> <li>• Read base word and inflectional ending together to form a word (e.g., <i>longest, played, jumping</i>).</li> </ul>
g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• (<i>e.g., could, once, walk</i>)</li> </ul>
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Determine purpose for reading text.</li> </ul>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>• Understand that when reading different types of text (i.e., literary and informational), rate may vary.</li> <li>• Listen to different genres (e.g., stories, poetry, songs, social studies articles) read aloud fluently.</li> <li>• Echo read different genres.</li> <li>• Choral read different genres.</li> <li>• Read grade-level sight words accurately and automatically.</li> <li>• Decode grade-level words with increasing automaticity.</li> <li>• Use punctuation to facilitate expression while reading different types of texts (i.e., literary and informational).</li> </ul>

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Determine when text is not understood.</li> <li>• Determine effective grade-level strategy to use to decode unfamiliar words.</li> </ul>
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## SECOND GRADE

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>Identify when a vowel is short when reading regularly spelled one-syllable words (e.g., <i>mask, pump, next, clock</i>).</li> <li>Identify when a vowel is long when reading regularly spelled one-syllable words (e.g., <i>sheep, maid, stripe</i>).</li> </ul>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<ul style="list-style-type: none"> <li>Identify sounds for additional common vowel teams (two consecutive vowels that make one sound, e.g., <i>ay, e_e-e, igh, ie, ow, ue</i>).</li> <li>Decode single syllable words with common vowel teams (e.g., <i>pay, be, Pete, high, tie, tow, glue</i>).</li> <li>Write the spelling correspondences for common vowel teams.</li> <li>Identify sounds for variant vowel digraphs (sounds that are not commonly classified as long or short vowels) (e.g., <i>aw</i> in <i>claw</i>, <i>au</i> in <i>caught</i>, <i>oo</i> in <i>boot</i>).</li> <li>Decode single syllable words with variant vowel digraphs (e.g., <i>flaw, taught, moon</i>).</li> <li>Write the spelling correspondences for variant vowel digraphs.</li> <li>Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g., <i>oi</i> in <i>soil</i>, <i>oy</i> in <i>toy</i>, <i>ow</i> in <i>now</i>, <i>ou</i> in <i>loud</i>).</li> <li>Decode single syllable words with diphthongs (e.g., <i>soil, toy, now, loud</i>).</li> <li>Write the spelling correspondences for diphthongs.</li> </ul>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> <li>Use a strategy to determine the syllables in a printed word (e.g., Circle syllables in two-syllable words with long vowel: <i>reptile, paper, monkey</i>).</li> <li>Read each syllable (part or chunk) separately (e.g., <i>rep-tile, pa-per, mon-key</i>).</li> <li>Read the syllables (parts or chunks) together (e.g., <i>reptile, paper, monkey</i>).</li> </ul>

d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>• Understand that many words are made up of prefixes, base words, and suffixes.</li> <li>• Read common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>).</li> <li>• Use a strategy to read common prefixes in printed words (e.g., Circle <i>un-</i> in the word <i>untie</i>. Read <i>un</i>, read <i>-tie</i>. Read the two parts together-<i>untie</i>).</li> <li>• Use a strategy to read common suffixes in printed words (e.g., Circle <i>-ing</i> in the word <i>jumping</i>. Read <i>jump</i>, read <i>-ing</i>. Read the two parts together-<i>jumping</i>).</li> </ul>
e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>• (e.g., <i>body</i>, <i>cloth</i>, <i>ton</i>, <i>heat</i> vs. <i>head</i>)</li> </ul>
f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• (e.g., <i>would</i>, <i>busy</i>, <i>was</i>)</li> </ul>
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Determine purpose for reading text.</li> </ul>
b. Read on-level text orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> <li>• Listen to different genres (e.g., fables, folktales, science articles) read aloud fluently.</li> <li>• Echo read different genres.</li> <li>• Choral read different genres.</li> <li>• Read grade-level sight words accurately and automatically.</li> <li>• Decode grade-level words with increasing automaticity.</li> <li>• Demonstrate appropriate phrasing and expression while reading different types of texts (i.e., literary and informational).</li> </ul>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Determine when text is not understood.</li> <li>• Determine effective grade-level strategy to use to decode unfamiliar words.</li> </ul>

## THIRD GRADE

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none"> <li>• Know that affixes have meanings and can change the meanings of words to which they are attached.</li> <li>• Isolate most common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and derivational suffixes (e.g., <i>-ly</i>, <i>-ful</i>, <i>-less</i>) in printed multi-syllabic words.</li> <li>• Read multisyllabic words containing common prefix and/or derivational suffix.</li> <li>• Use meaning of the common prefix and/or derivational suffix to determine the word's meaning.</li> </ul>
b. Decode words with common Latin suffixes.	<ul style="list-style-type: none"> <li>• Know common Latin suffixes (e.g., <i>able</i>, <i>ible</i>, <i>ation</i>, <i>fy</i>, <i>ify</i>).</li> <li>• Identify and isolate the base word in a word containing a common Latin suffix (e.g., Circle the base word in <i>breakable</i> – <i>break</i>).</li> <li>• Use a strategy to read common Latin suffixes in printed words (e.g., Circle <i>able</i> in the word <i>breakable</i>. Read <i>break</i>, read <i>able</i>. Read the two parts together – <i>breakable</i>).</li> </ul>
c. Decode multisyllable words.	<ul style="list-style-type: none"> <li>• Use a strategy to identify syllables (e.g., Circle syllables in printed words: <i>replacement</i>).</li> <li>• Read each circled syllable separately (<i>re-place-ment</i>).</li> <li>• Read the syllables together (<i>replacement</i>).</li> </ul>
d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• (e.g., <i>laugh</i>, <i>carry</i>, <i>done</i>)</li> </ul>

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>• Determine purpose for reading text.</li> </ul>
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> <li>• Listen to different genres (e.g., narratives in chapter books, historical</li> </ul>



on successive readings.	<p>events) read aloud fluently.</p> <ul style="list-style-type: none"> <li>• Read grade-level sight words accurately and automatically.</li> <li>• Decode grade-level multisyllabic words with automaticity.</li> </ul>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>• Determine when text is not understood.</li> <li>• Determine effective grade-level strategy to use to decode unfamiliar words.</li> <li>• Use context to confirm pronunciation and meaning of unfamiliar words.</li> </ul>

## FOURTH GRADE

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- |   |   |
|---|---|
| <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <ul style="list-style-type: none"> <li>While reading, self-monitor and determine when a multisyllabic word is unfamiliar.</li> <li>Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis).</li> <li>Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”).</li> <li>Understand what a root is and that many words are made up of roots.</li> <li>Know meanings of common, grade appropriate roots (e.g., <i>astro</i>: <i>star</i>, <i>aud</i>: <i>hear</i>, <i>dict</i>: <i>say</i>, <i>tell</i>).</li> <li>Use grade-level appropriate morphological analysis to decode general academic words (e.g., examination, dictation, reliability) and domain specific words (e.g., <i>astronaut</i>, <i>decompose</i>, <i>ecosystem</i>).</li> <li>Use knowledge of roots (e.g., <i>chron</i>) and affixes to accurately read and understand words (e.g., <i>chronicle</i>, <i>synchronize</i>) in and out of context.</li> </ul> |
|---|---|

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- |  |   |
|--|---|
| <p>a. Read on-level text with purpose and understanding.</p>                                     | <ul style="list-style-type: none"> <li>Determine purpose for reading text.</li> <li>Adjust reading rate to adapt to purpose and context.</li> </ul>   |
| <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> | <ul style="list-style-type: none"> <li>Listen to different genres (e.g., myths, scientific articles) read aloud fluently.</li> <li>Decode grade-level multisyllabic words with automaticity.</li> <li>Read grade-level sight words accurately and automatically.</li> </ul> |
| <p>c. Use context to confirm or self-correct word recognition and understanding,</p>             | <ul style="list-style-type: none"> <li>Determine when text is not understood.</li> <li>Determine effective grade-level</li> </ul>   |

<p>rereading as necessary.</p>	<p>strategy to use to decode unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definition, synonym, antonym, example) to read and understand unfamiliar words.</li> <li>• Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense).</li> <li>• Use context to confirm pronunciation and meaning.</li> </ul>
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## FIFTH GRADE

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- |   |   |
|---|---|
| <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <ul style="list-style-type: none"> <li>• While reading, self-monitor and determine when a multisyllabic word is unfamiliar.</li> <li>• Determine effective strategy to use to decode word (e.g., direct one-to-one correspondence, syllabication rules, morphological analysis).</li> <li>• Apply strategy, read word, check for accuracy (i.e., ask “Is this a word I’ve heard before? Does that make sense in this sentence?”).</li> <li>• Understand what a root is and that many words are made up of roots.</li> <li>• Know meanings of common, grade appropriate roots (e.g., <i>geo: earth, graph: write, record; ped: foot</i>).</li> <li>• Use grade level appropriate morphological analysis to decode general academic words (e.g., <i>independence, manufacture, distribution</i>) and domain specific words (e.g., <i>biography, geology</i>).</li> <li>• Use knowledge of roots (e.g., <i>rect</i>) and affixes to accurately read and understand words (e.g., <i>erect, correct, rectangle, direction</i>) in and out of context.</li> </ul> |
|---|---|

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- |  |   |
|--|---|
| <p>a. Read on-level text with purpose and understanding.</p>                                     | <ul style="list-style-type: none"> <li>• Determine purpose for reading text.</li> <li>• Adjust reading rate to adapt to purpose and context.</li> </ul>   |
| <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> | <ul style="list-style-type: none"> <li>• Listen to different genres (e.g., mysteries, adventure novels, technical texts) read aloud fluently.</li> <li>• Read grade-level sight words accurately and automatically.</li> <li>• Decode grade-level multisyllabic words with automaticity.</li> </ul> |
| <p>c. Use context to confirm or self-correct word recognition and understanding,</p>             | <ul style="list-style-type: none"> <li>• Determine when text is not understood.</li> </ul>  |

<p>rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Determine effective grade-level strategy to use to decode unfamiliar words.</li> <li>• Use context (e.g., restatement in text, cause/effect relationships, text comparisons) to read and understand unfamiliar words.</li> <li>• Use a strategy to determine meaning of a word (e.g., determine meanings of root and affixes, put the meanings of the word parts together to determine meaning of the word, reread sentence to check if the meaning makes sense).</li> <li>• Use context to confirm pronunciation and meaning.</li> </ul>
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## HOW TO READ A...Delaware Literacy Concept Organizer

**The Literacy Concept Organizers\*** were created to assist teachers in aligning their instruction to the Common Core State Standards in Literacy. These 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 6-8 Integration of Knowledge and Ideas

#### Reading Standard 9

#### For Literacy in History/Social Studies

**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.

**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, noting discrepancies among sources.

#### KNOW (Factual)

- 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
- 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)

#### UNDERSTAND (Conceptual)

- 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.

#### DO (Procedural & Application)

- 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
- 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.

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.

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.

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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 Know, Understand and Do columns align to the shaded grade level.

# GRADE 6-8-Key Ideas and Details

## Reading Standard 1

### for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (1):</b> 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.		
<b>CCSS – Grade Level Reading Standard 1 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8: Cite specific textual evidence to support analysis of primary and secondary sources.</b>	<b>Grade 9-10: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b>	<b>Grade 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to cite specific textual evidence (e.g., offer proof from primary and secondary sources)</li> <li>• How to analyze (e.g., bias, credibility, point of view, perspective)</li> <li>• Audience</li> <li>• Purpose</li> <li>• How to draw conclusions</li> <li>• Background knowledge</li> <li>• Critical/analytical judgments</li> <li>• Explicitly stated information from the text</li> <li>• Primary sources (including strengths and limitations)</li> <li>• Secondary sources (including strengths and limitations)</li> <li>• Difference between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Authors of informational text(s) make specific choices about the selection of sources and use of evidence.</li> <li>• Good readers/researchers analyze the reliability of the information within a document/text.</li> <li>• Good readers/researchers differentiate between strong and weak textual evidence.</li> <li>• Good readers/researchers use strong textual evidence, connections to their own lives and their background knowledge to draw conclusions from what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Differentiate between primary and secondary sources</li> <li>• Describe the connection between the audience and the text</li> <li>• Describe the connection between the author's purpose and the text</li> <li>• Identify/cite and explain information from primary sources</li> <li>• Identify/cite and explain information from secondary sources</li> <li>• Identify/cite appropriate text support for inferences</li> <li>• Differentiate between strong and weak textual support</li> <li>• Draw conclusions about events in a text</li> <li>• Analyze primary sources for bias, credibility, point of view, perspective, and purpose</li> <li>• Analyze secondary sources for bias, credibility, point of view, perspective, and purpose</li> <li>• Cite specific textual evidence to support analysis of primary and secondary sources</li> </ul>
<b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b>		



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:**

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### GRADE 6-8-Key Ideas and Details Reading Standard 2 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (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 (Literacy in History/Social Studies)		
<b>Grade 6-8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b>	<b>Grade 9-10: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>	<b>Grade 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• Primary source(s)</li> <li>• Secondary source(s)</li> <li>• Central/main idea</li> <li>• Prior/background knowledge</li> <li>• Difference between central/main ideas and key details in an informational text</li> <li>• Patterns of organization (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)</li> <li>• Different purposes for graphic organizers, based on structure of text</li> <li>• Difference between central/ main ideas and key details in an informational text</li> <li>• Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• Authors select organizational patterns and support to convey their central idea(s).</li> <li>• Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).</li> <li>• Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how ideas are organized in an informational text</li> <li>• Identify primary sources</li> <li>• Identify secondary sources</li> <li>• Determine the central idea of an informational text</li> <li>• Describe or graphically represent the relationship between central ideas and details</li> <li>• Explain how the central ideas are supported by key details</li> <li>• Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or</li> </ul>

#### Reading Recursive Strategies:

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- 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.



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		opinions
<b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.		
<b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> 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		

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### GRADE 6-8-Key Ideas and Details Reading Standard 3 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (3): Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
CCSS – Grade Level Reading Standard 3 (Literacy in History/Social Studies)		
<b>Grade 6-8: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</b>	<b>Grade 9-10: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</b>	<b>Grade 11-12: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to identify</li> <li>• Historical/social studies processes (e.g., industrialization, development of civilization, how a bill becomes a law, how interest rates are raised and lowered)</li> <li>• Key ideas/concepts, events, processes, steps/procedures in informational texts</li> <li>• Graphic Organizers/Aids (e.g., timelines, maps, graphs, pictures)</li> <li>• Patterns of organization (e.g., chronological, sequential, cause/effect, problem/solutions)</li> <li>• Specific details that explain key ideas, individuals, events, steps/procedures, etc.</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make specific choices about the features and structure of informational text(s) to convey meaning.</li> <li>• Good readers/researchers use text features and organizational patterns to make meaning of informational text.</li> <li>• Good readers/researchers analyze the development of individuals, events, ideas/concepts and steps/procedures in order to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pattern(s) of organization in informational or technical text(s)</li> <li>• Identify text features</li> <li>• Identify the specific details/information that develop events, procedures, ideas, or concepts in informational and technical texts</li> <li>• Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, and processes</li> <li>• Interpret graphic organizers/aids</li> <li>• Identify historical/social studies processes               <ul style="list-style-type: none"> <li>• Determine the relevance of key steps/details in a variety of informational/technical texts</li> <li>• Prioritize the relevance of steps/details</li> </ul> </li> </ul>

#### Reading Recursive Strategies:

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<p>ideas, illustration, elaboration through example, anecdote, etc.)</p> <p>Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)</p> <ul style="list-style-type: none"> <li>Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s)</li> </ul>		<ul style="list-style-type: none"> <li>Identify key steps in a text's description of a process related to history/social studies</li> </ul>
<p><b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b>          By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b>          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</p>		

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### GRADE 6-8-Craft and Structure Reading Standard 4 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (4): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCSS – Grade Level Reading Standard 4 (Literacy in History/Social Studies)		
<b>Grade 6-8: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b>	<b>Grade 9-10:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>Grade 11-12:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist</i> No. 10).
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Vocabulary specific to history (e.g., artifact, bias, credibility, point of view)</li> <li>• Vocabulary specific to geography (e.g., region, diffusion, mental maps)</li> <li>• Vocabulary specific to economics (e.g., supply, demand, interdependence)</li> <li>• Vocabulary specific to civics (e.g., federalism, political freedom, amendment)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text(s) use domain-specific vocabulary to clarify concepts.</li> <li>• Authors make purposeful word choices to achieve an intended effect within informational text(s).</li> <li>• Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words</li> <li>• Use context clues to unlock the meaning of unknown words/phrases</li> <li>• Identify, determine the meaning of, and use domain-specific terms</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</li> </ul>
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		

#### 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.



## ***Delaware English Language Arts Literacy Concept Organizer***

These **Literacy Concept Organizers** are not replacements for teachers' individual units. They are deconstructions of the Common Core State Standards. They are a resource from which teachers can select appropriate *Knowledge*, *Understandings*, and *Dos* to develop their own unit(s) of instruction.

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:**

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### GRADE 6-8-Craft and Structure Reading Standard 5 for Literacy in History/Social Studies

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)		
<b>Grade 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).</b>	<b>Grade 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</b>	<b>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.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to describe</li> <li>• Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>• Various patterns of organization ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>• Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>• Difference between patterns of organization and text features</li> <li>• Relationships between parts of text and whole text (as indicated by text features and structures)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors select specific patterns of organization to convey information.</li> <li>• Authors' choices, including patterns of organization, structure, and text features control the central idea and the readers' perception.</li> <li>• Good readers/researchers use their knowledge of organizational patterns, structures, and features to make meaning of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text features</li> <li>• Identify patterns of organization</li> <li>• Make connections between author's choice of the organizational pattern of an informational text and the text's purpose and central idea</li> <li>• Explain how organization, structure and/or features enhance text's purpose and central idea</li> <li>• 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</li> <li>• Describe how a text presents information</li> </ul>

#### Reading Recursive Strategies:

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### **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:**

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### GRADE 6-8-Craft and Structure Reading Standard 6 for Literacy in History/Social Studies

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)		
<b>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).</b>	<b>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.</b>	<b>Grade 11-12: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• Author's purposes (to inform, to persuade, to explain how) for writing a text</li> <li>• Point of view (e.g., first person, third person)</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Audience</li> <li>• 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)</li> <li>• Rhetorical devices (e.g., persuasive and propaganda techniques (e.g., repetition, name calling, bandwagon)</li> <li>• Figurative language (e.g., personification, metaphor, irony,</li> </ul>	<ul style="list-style-type: none"> <li>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</li> <li>• Author's choices reveal their position, viewpoint, or attitude.</li> <li>• Good readers/researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the ideas and information learned from the author</li> <li>• Identify the author's purpose for writing an informational text</li> <li>• Identify the point of view of the author of an informational text</li> <li>• Identify the strategies the author uses to develop his/her viewpoint and purpose.</li> <li>• Identify rhetorical devices</li> <li>• Describe the author's overall purpose for writing a text</li> <li>• Identify the intended audience</li> <li>• Describe how the author addresses the needs of the audience</li> <li>• Identify the author's viewpoint in a text</li> <li>• Describe how the author's choices reflect his/her attitude, viewpoint, focus, or bias</li> <li>• Describe how the author's choices shape the content</li> </ul>

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alliteration, oxymoron)		<ul style="list-style-type: none"> <li>• Explain how the purpose or viewpoint is conveyed in a text</li> <li>• Identify aspects of a text that reveal an author's point of view or purpose</li> </ul>
<b>Range of Reading and Level of Text Complexity</b> <b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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:

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### GRADE 6-8-Integration of Knowledge and Ideas Reading Standard 7 for Literacy in History/Social Studies

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, as well as in words.		
CCSS – Grade Level Reading Standard 7 (Literacy in History/Social Studies)		
<b>Grade 6-8: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>	<b>Grade 9-10: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</b>	<b>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.</b>
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to integrate information</li> <li>How to use information to demonstrate understanding</li> <li>Media formats (e.g., visual, oral, quantitative)</li> <li>Text and media topic/message/issue</li> <li>Relevant vs. irrelevant information</li> <li>Reliable vs. unreliable resources</li> <li>Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, maps, interactive elements on web pages, audio, video)</li> </ul>	<ul style="list-style-type: none"> <li>Authors make decisions about their presentation of information in order to convey a specific message and meet the needs of their audience.</li> <li>Good readers' and viewers' develop a coherent understanding of topics or issues by integrating information from a variety of formats.</li> <li>Creators and presenters of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between relevant vs. interesting or irrelevant information</li> <li>Distinguish between reliable vs. unreliable resources</li> <li>Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue</li> <li>Integrate visual information with other information in print and digital texts</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b>		
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band		

**Reading Recursive Strategies:**

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### **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:**

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### GRADE 6-8-Integration of Knowledge and Ideas Reading Standard 8 for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
<b>CCSS – Grade Level Reading Standard 8 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8: Distinguish among fact, opinion, and reasoned judgment in a text.</b>	<b>Grade 9-10:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>Grade 11-12:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Fact</li> <li>• Opinion</li> <li>• Sound/logical/justified reasoning</li> <li>• Arguments</li> <li>• Valid vs. invalid claims</li> <li>• Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors sometimes use unsound reasoning, irrelevant, and/or insufficient evidence to support their arguments and claims in order to promote their ideas or agenda.</li> <li>• Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify fact</li> <li>• Identify opinion</li> <li>• Identify reasoned judgments</li> <li>• Differentiate between claims which are supported by reasons/evidence and those which are not</li> <li>• Differentiate between valid and invalid claims</li> <li>• Identify sound reasoning</li> <li>• Differentiate between reasoned judgments and those that are not</li> <li>• Distinguish among fact, opinion, and reasoned judgment in a text</li> </ul>
<b>Range of Reading and Level of Text Complexity</b> <b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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### GRADE 6-8-Integration of Knowledge and Ideas Reading Standard 9 for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8: Analyze the relationship between a primary and secondary source on the same topic.</b>	<b>Grade 9-10:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>Grade 11-12:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Strengths and limitations of primary and secondary sources</li> <li>• Compare/contrast</li> <li>• Author's viewpoint/ focus/ attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.</li> <li>• 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.</li> <li>• Good readers consult a variety of sources when investigating a topic or an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop research studies</li> <li>• Identify the relationship between a primary and secondary source on the same topic</li> <li>• Identify the corroborating or conflicting information, facts, interpretations</li> <li>• Identify the authors' positions in the text</li> <li>• Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</li> <li>• Analyze the strengths and limitations of primary and secondary sources</li> <li>• Analyze the relationship between a primary and secondary source on the same topic</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>CCSS-Grade Specific Standard 10 (Grade 6-8)</b>		
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.		

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## HOW TO READ A...Delaware Literacy Concept Organizer

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**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 6-8 Integration of Knowledge and Ideas**

#### **Reading Standard 9**

#### **For Literacy in History/Social Studies**

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CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)		
<b>Grade 6:</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>Grade 9-10:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>Grade 11-12:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural & Application)
<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze</li> <li>Primary source</li> <li>Secondary source</li> <li>Strengths and limitations of primary and secondary sources</li> <li>Compare/contrast</li> <li>Author's viewpoint/ focus/ attitude/bias</li> <li>Author's perspective (background)</li> <li>Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.</li> <li>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.</li> <li>Good readers consult a variety of sources when investigating a topic or an event.</li> </ul>	<ul style="list-style-type: none"> <li>Develop research studies</li> <li>Identify the relationship between a primary and secondary source on the same topic</li> <li>Identify the corroborating or conflicting information, facts, interpretations</li> <li>Identify the authors' positions in the text</li> <li>Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</li> <li>Analyze the strengths and limitations of primary and secondary sources</li> <li>Analyze the relationship between a primary and secondary source on the same topic</li> </ul>
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		
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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.

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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.

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 **Know**, **Understand** and **Do** columns align to the shaded grade level.



## Delaware Literacy Concept Organizer

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### GRADE 9-10-Key Ideas and Details Reading Standard 1 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (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 Level Reading Standard 1 (Literacy in History/Social Studies)		
<b>Grade 6-8:</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>Grade 9-10:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>Grade 11-12:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to cite specific textual evidence (e.g., offer proof from primary and secondary sources)</li> <li>• Features that reflect the reliability of a source (e.g., date, origin of information)</li> <li>• How to analyze (e.g., bias, credibility, point of view, perspective)</li> <li>• Audience</li> <li>• Purpose</li> <li>• Primary sources (including strengths and limitations)</li> <li>• Secondary sources (including strengths and limitations)</li> <li>• Difference between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Authors of informational text(s) make specific choices about the selection of sources and use of evidence.</li> <li>• Good readers/researchers analyze the reliability of the information within a document/text.</li> <li>• Good readers/researchers differentiate between strong and weak textual evidence.</li> <li>• Good readers/researchers</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between primary and secondary sources</li> <li>• Recognize features that impact the reliability of a source (e.g., date, origin of information )</li> <li>• Describe the connection between the audience and the text</li> <li>• Describe the connection between the author's purpose and the text</li> <li>• Identify/cite and explain information from primary sources</li> <li>• Identify/cite and explain information from secondary sources</li> <li>• Supply strong and thorough textual support for analysis of a text</li> <li>• Identify/cite appropriate text support for inferences</li> <li>• Analyze primary sources for bias, credibility, point of view, perspective, purpose, date, and</li> </ul>

#### Reading Recursive Strategies:

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	respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives.	origin of information <ul style="list-style-type: none"> <li>Analyze secondary sources for bias, credibility, point of view, perspective, purpose, date and origin of information</li> <li>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</li> </ul>
<b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.		
<b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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### GRADE 9-10-Key Ideas and Details Reading Standard 2 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (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 (Literacy in History/Social Studies)		
<b>Grade 6-8:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>Grade 9-10:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>Grade 11-12:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• Primary source(s)</li> <li>• Secondary source(s)</li> <li>• Central/main idea</li> <li>• Key events/details</li> <li>• Prior/background knowledge</li> <li>• Difference between central/main ideas and key details/events in an informational text</li> <li>• Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)</li> <li>• Different purposes for graphic organizers, based on structure of text</li> <li>• Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• Authors select organizational patterns and support to convey their central idea(s).</li> <li>• Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).</li> <li>• Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how ideas are organized in an informational text</li> <li>• Identify primary sources</li> <li>• Identify secondary sources</li> <li>• Determine the central idea of an informational text</li> <li>• Describe or graphically represent the relationship between central ideas and details/events</li> <li>• Explain how the central ideas are supported by key details</li> <li>• Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the</li> </ul>

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		course of the text.
<b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.		
<b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> 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		

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### GRADE 9-10-Key Ideas and Details Reading Standard 3 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (3): Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
CCSS – Grade Level Reading Standard 3 (Literacy in History/Social Studies)		
<b>Grade 6-8:</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>Grade 9-10: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</b>	<b>Grade 11-12:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Know (factual)	Understand (conceptual)	Do (procedural & application)
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to analyze</li> <li>• Cause/effect relationships</li> <li>• Graphic Organizers/Aids (e.g., timelines, maps, graphs, pictures)</li> <li>• Patterns of organization (e.g., chronological, sequential, cause/effect, problem/solution)</li> <li>• Text features (e.g., bold, italics, color, captions, headings, subheadings, titles)</li> <li>• How to identify the relationship between events</li> <li>• Connections and interactions (e.g., one event “explains” another or influences another)</li> <li>• Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text(s) present information/details in a manner that reflects their relationship(s)</li> <li>• Authors control information and their message through their choices of how information is presented and connected.</li> <li>• Good readers/researchers analyze the relationships between/ among events in order to determine whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns of organization in informational and technical text(s)</li> <li>• Identify text features</li> <li>• Identify the sequence of events               <ul style="list-style-type: none"> <li>• Interpret graphic organizers/aids (e.g., time line, maps, graphs, pictures)</li> </ul> </li> <li>• Identify the difference between cause and effect and how an effect can become a cause               <ul style="list-style-type: none"> <li>• Identify causal relationships between/among events</li> </ul> </li> <li>• Make and explain logical inferences concerning cause/effect</li> <li>• Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them</li> </ul>
CCSS-Grade Specific Standard 10 (Grade 9-10)		

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By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 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

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### GRADE 9-10-Craft and Structure Reading Standard 4 for Literacy in History/Social Studies

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (4): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCSS – Grade Level Reading Standard 4 (Literacy in History/Social Studies)		
<b>Grade 6-8:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>Grade 9-10:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>Grade 11-12:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist</i> No. 10).
Know (factual)	Understand (conceptual)	Do (procedural & application)
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Vocabulary specific to history (e.g., perspective, bias, credibility, point of view)</li> <li>• Vocabulary specific to geography (e.g., hierarchy, accessibility, diffusion, complementarity)</li> <li>• Vocabulary specific to economics (e.g., monetary policy, fiscal policy, business cycle)</li> <li>• Vocabulary specific to civics (e.g., ideology, public policy, political parties)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text(s) use domain- specific vocabulary to clarify concepts.</li> <li>• Authors make purposeful word choices to achieve an intended effect within informational text(s).</li> <li>• Good readers/researchers seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words</li> <li>• Use context clues to unlock the meaning of unknown words/phrases</li> <li>• Identify, determine the meaning of, and use domain-specific terms</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of</li> </ul>

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		history/social studies
<b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.		
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### GRADE 9-10-Craft and Structure Reading Standard 5 for Literacy in History/Social Studies

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)		
<b>Grade 6-8:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>Grade 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</b>	<b>Grade 11-12:</b> 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.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to analyze</li> <li>• Difference between explain and analyze</li> <li>• Key points</li> <li>• Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>• Various patterns of organization ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>• Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>• Difference between patterns of organization and text features</li> </ul>	<ul style="list-style-type: none"> <li>• Authors select specific patterns of organization to convey information.</li> <li>• Author' choices, including patterns of organization, structure, and text features, control the central idea and the readers' perceptions.</li> <li>• Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text structures</li> <li>• Identify patterns of organization</li> <li>• Make connections between author's choice of text structure and the text's purpose, key points, and central idea(s)</li> <li>• Explain how organization, structure and/or features enhance text's purpose and central idea</li> <li>• Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</li> </ul>

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<ul style="list-style-type: none"><li>Relationships between parts of text and whole text (as indicated by text features and structures)</li></ul>		
<p><b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> 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</p>		

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### GRADE 9-10-Craft and Structure Reading Standard 6 for Literacy in History/Social Studies

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)		
<b>Grade 6-8:</b> 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).	<b>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.</b>	<b>Grade 11-12:</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (historical, expository/technical texts)</li> <li>• How to compare</li> <li>• How to contrast</li> <li>• Relevant details</li> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Author's purposes (to inform, to persuade, to explain how) for writing a text</li> <li>• Point of view (e.g., first person, third person, limited, omniscient)</li> <li>• Author's viewpoint/focus/ attitude/ bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance their purpose.</li> <li>• Good readers recognize that authors use rhetoric to advance the viewpoint or purpose of informational text(s).</li> <li>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</li> <li>• Good readers/ researchers analyze informational text(s) to better understand and evaluate the author's</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the author's overall purpose (to inform, to persuade, to explain how) for writing a text</li> <li>• Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias</li> <li>• Compare/contrast the point of view of two or more authors on the same or similar topics</li> <li>• Explain how point of view, viewpoint, purpose and perspective affect an informational text (controls the message/information)</li> <li>• Analyze the impact of including and emphasizing certain details into two or more accounts of the same or similar topics</li> <li>• Analyze the author's use of persuasive techniques, rhetorical devices, logical</li> </ul>

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information; what information to include or exclude) <ul style="list-style-type: none"> <li>• Conflicting evidence or viewpoints</li> <li>• Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)</li> </ul>	viewpoint/attitude and purpose.	fallacies, etc. <ul style="list-style-type: none"> <li>• Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</li> <li>• 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.</li> </ul>
<b><u>Range of Reading and Level of Text Complexity</u></b> <b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. <b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b> 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		

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### GRADE 9-10- Integration of Knowledge and Ideas Reading Standard 7 for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
<b>CCSS – Grade Level Reading Standard 7 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>Grade 9-10: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</b>	<b>Grade 11-12:</b> 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.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Difference between relevant and irrelevant information</li> <li>• Quantitative and/or technical analysis (e.g., numbers, data, statistics)</li> <li>• Qualitative analysis (e.g., human behavior, reasons, non-numerical)</li> <li>• Text and topic/message</li> <li>• Author's purpose /intention</li> <li>• Audiences' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make decisions about their presentation of information in order to convey a specific message.</li> <li>• Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented.</li> <li>• Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use research strategies</li> <li>• Distinguish between relevant and irrelevant information</li> <li>• Compare how different text/media present information about the same subject</li> <li>• Identify aspects of text/media that reveal an author's purpose/intention</li> <li>• Analyze the way quantitative and technical analysis support the qualitative analysis</li> <li>• Analyze the details included (and excluded) in different versions of an account</li> <li>• Integrate quantitative or technical analysis with qualitative analysis in print or digital text</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>		
<b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b>		
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 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

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.

13



## ***Delaware Literacy Concept Organizer***

These **Literacy Concept Organizers** are not replacements for teachers' individual units. They are deconstructions of the Common Core State Standards. They are a resource from which teachers can select appropriate *Knowledge*, *Understandings*, and *Dos* to develop their own unit(s) of instruction.

### **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

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### GRADE 9-10- Integration of Knowledge and Ideas Reading Standard 8 for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
<b>CCSS – Grade Level Reading Standard 8 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>Grade 9-10: Assess the extent to which the reasoning and evidence in a text support the author's claims.</b>	<b>Grade 11-12:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to trace/delineate an author's argument and specific claims</li> <li>• How to evaluate/assess an author's argument and specific claims</li> <li>• Relevant vs. irrelevant details</li> <li>• Relevant, sufficient reasons/evidence</li> <li>• Sound/logical/justified reasoning</li> <li>• Rhetorical strategies for persuasion (e.g., logos, ethos, pathos)</li> <li>• Relevant, sufficient evidence</li> <li>• Arguments</li> <li>• Valid vs. invalid claims</li> <li>• False statements</li> <li>• Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims in order to promote their ideas or agenda.</li> <li>• Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's argument and specific claims</li> <li>• Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims</li> <li>• Differentiate between claims which are supported by reasons/evidence and those which are not</li> <li>• Differentiate between valid and invalid claims</li> <li>• Identify sound reasoning</li> <li>• Identify false statements and fallacious reasoning in an argument</li> <li>• Recognize when irrelevant evidence is introduced</li> <li>• Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and</li> </ul>

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bandwagon, red herring, propaganda, appeal to authority)		evidence support which point(s) <ul style="list-style-type: none"><li>Assess the extent to which the reasoning and evidence in a text support the author's claims</li></ul>
<b>Range of Reading and Level of Text Complexity</b> <b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. <b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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### GRADE 9-10- Integration of Knowledge and Ideas Reading Standard 9 for Literacy in History/Social Studies

<b>College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>CCSS – Grade Level Reading Standard 9 (Literacy in History/Social Studies)</b>		
<b>Grade 6-8:</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>Grade 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources.</b>	<b>Grade 11-12:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Know (factual)</b>	<b>Understand (conceptual)</b>	<b>Do (procedural &amp; application)</b>
<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Strengths and limitations of primary and secondary sources</li> <li>• Compare/contrast</li> <li>• Author's viewpoint/ focus/ attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop research strategies</li> <li>• Identify the relationship between a primary and secondary source on the same topic</li> <li>• Identify the corroborating or conflicting information, facts, interpretations</li> <li>• Identify the authors' positions in the text</li> <li>• Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</li> <li>• Analyze the strengths and limitations of primary and secondary sources</li> <li>• Compare and contrast treatments of the same topic in several primary and secondary sources</li> </ul>
<b>Range of Reading and Level of Text Complexity</b> <b>CCSS-Grade Specific Standard 10 (Grade 9-10)</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.		
<b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b> 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		

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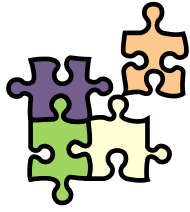
topics

### **Reading Recursive Strategies:**

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18



## Problem and Solution

**Purpose:** to state one or more problems and provide one or more solutions to the problem.

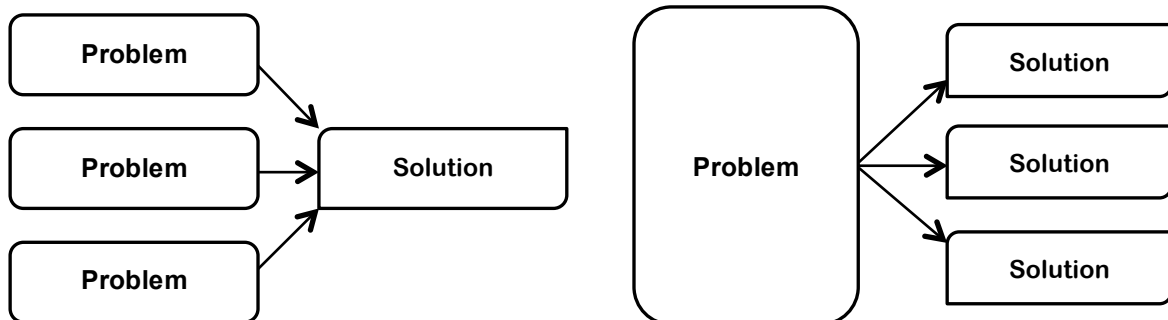
### Signal Words and Phrases

problem	answer	so that
solution	solved	led to
dilemma	cause	issue
puzzle	since	advantage
because	as a result of	disadvantage
question	in order to	

### Comprehension Question Frames

1. What is the problem?
2. Who has the problem?
3. Why is it a problem?
4. What is causing the problem?
5. What solutions have been suggested or tried?
6. What are the pros and cons of various solutions?
7. Which solutions worked or seem to have the best chance for solving the problem?

### Graphic Organizers





## Description

**Purpose:** to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.

### Signal Words and Phrases

position words (e.g., beside, near, in front of, above, along)

such as

most important, notable

specifically

for instance

features

characteristics

appears to be

made up of

consists of

looks like

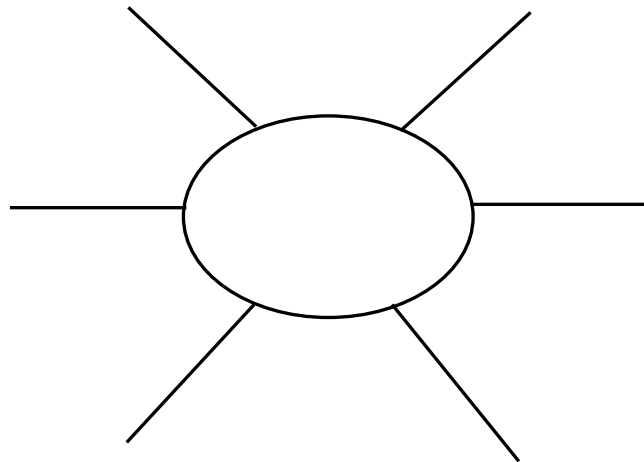
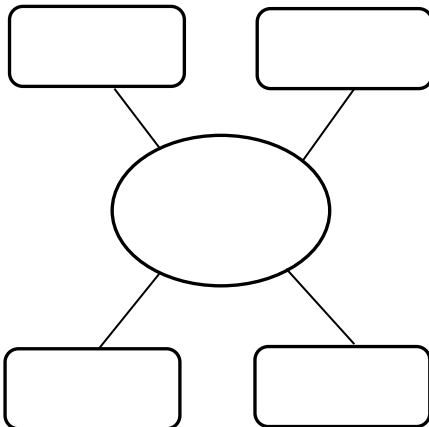
in fact

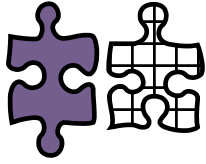
for example

### Comprehension Question Frames

1. What is the subject being described?
2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)?
3. What are the most important attributes or characteristics?

### Graphic Organizers





## Compare and Contrast

**Purpose:** to describe what is similar and/or different about two or more subjects.

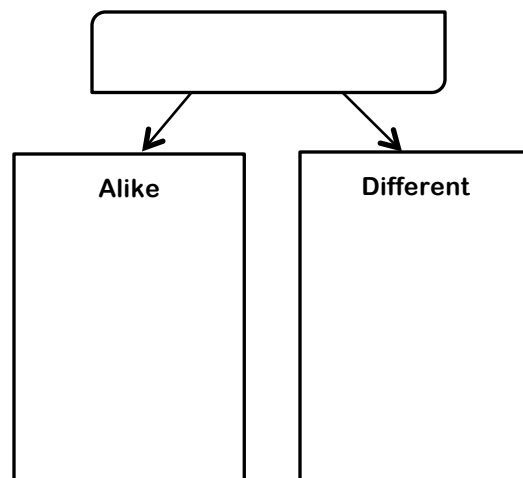
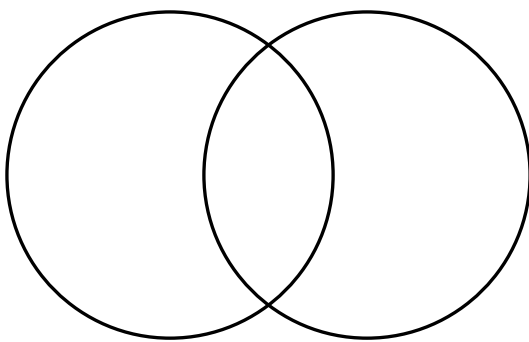
### Signal Words and Phrases

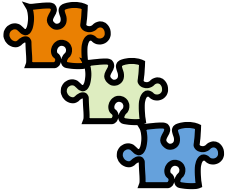
both	similarity	either-or
also	opposite	yet
too	different from	on the contrary
just as	compared to	on the other hand
instead of	however	in contrast
but	as opposed to	in comparison
alike	same as	
unlike	despite	

### Comprehension Question Frames

1. What subjects are being compared?
2. What is it about them that is being compared?
3. What characteristics of the subjects form the basis of the comparison?
4. What characteristics do they have in common? How are they alike?
5. In what ways are they different?

### Graphic Organizers





## Chronology/Sequence

**Purpose:** to provide information in time order or the order in which events, actions, or steps in a process occur.

### Signal Words and Phrases

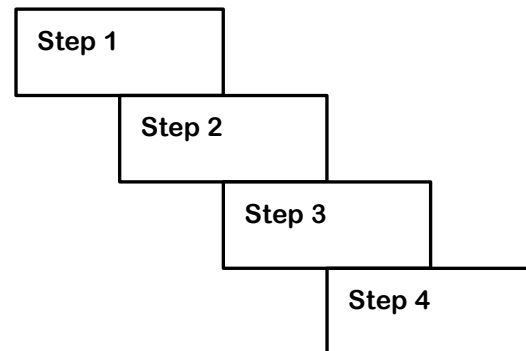
first/second/third	directions	as soon as
then	before	prior to
next	now	step
last	after	following
initially	at the same time	simultaneously
during	meanwhile	finally

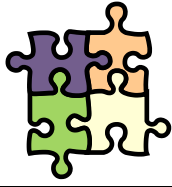
### Comprehension Question Frames

1. What sequence of events is being described?
2. What are the major events or incidents that occur?
3. What happens first, next, last?
4. How is the sequence or cycle revealed in the text?
5. What are the steps, directions, procedures to follow to make or do something?

### Graphic Organizers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





## Cause and Effect

**Purpose:** explain why or how something happened/happens

**Effect** = What happened      **Cause** = Why it happened

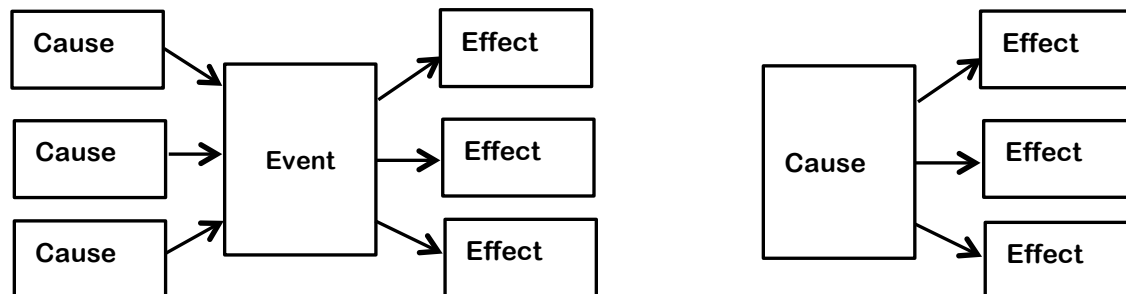
### Signal Words and Phrases

because	leads to	on account of
so	consequently	outcome
therefore	when/if - then	effects of
as a result	reasons for	impact
since	thus	influenced by
in order to	due to	
is caused by	for this reason	

### Comprehension Question Frames

1. What were the specific events that happened?
2. Why did the events happen? What were the causes?
3. What were the results or outcomes of these events happening? What was the effect?
4. Did prior events cause or influence the main event? If so, in what ways?
5. What is the significance of the event and/or the results (outcomes)?

### Graphic Organizers







## Text Structure Practice: Identification

### Directions

Read each passage below and determine which of these text structure types each represents:

- Problem and Solution
- Description
- Compare and Contrast
- Chronology/Sequence
- Cause and Effect

Circle any signal words that could be used to help identify the text type and underline any other words or phrases that helped you make your decision.

Sample Passage	Text Structure
There are several reasons why so many people attend the Olympia games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.	
The Olympic symbol consists of five interlocking rings. The rings represent the five areas—Africa, Asia, Australia, Europe, and North and South America—from which athletes come to compete in the games. The rings are colored black, blue, green, red, and yellow. At least one of those colors is found in the flag of every country sending athletes to compete in the Olympic games.	
One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only two weeks! In 1984 Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in Los Angeles area were also used. The coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living areas.	
The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient	

<p>games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism and professionalism in their Olympics, too.</p>	
<p>The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. It was the festival that became the Olympic games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II and they will most likely continue for many years to come.</p>	



## Text Structure Practice: Use

### Directions

1. With a partner, select one of the passages above.
2. Practice modeling a “think aloud” about how you figured out what text structure it follows, including identifying signal words.
3. Select and complete an appropriate graphic organizer for your passage.
4. Select comprehension frame questions you would ask students to use with this passage.
5. Explain how knowing the text structure helped you locate, organize, understand and recall the content.

### Graphic Organizer

### Comprehension Question Frames



## Planning Tool for Teaching About Text Structure

*Adapted from Doing What Works, [www.dww.ed.gov](http://www.dww.ed.gov)*

Teaching Strategies	Planning Notes
Identify an informational text structure you would like to teach or review	
<b>Select texts that are:</b> <ul style="list-style-type: none"> <li>▪ good examples of the particular structure you are teaching</li> <li>▪ engaging, interesting</li> <li>▪ appropriate to the students' reading level</li> <li>▪ high quality, have rich language</li> </ul>	
<b>Explain why understanding text structure is important</b>  <b>Model how to identify text structure</b>	
Help students to identify clue words in informational texts	
Use graphic organizers (maps, charts, cards, diagrams) to help students match structure to content	
Plan questions to help students understand text structures	
Plan activities for students to explore text structure on their own, in pairs or groups (diagrams, games, dramatizations, etc.)	
(other teaching strategies here)	



## Planning Tool for Applying Text Structure to Content Area Text

Teaching Strategies	Planning Notes
Identify passages from the text for this lesson/unit/chapter where applying text structure knowledge would be useful.	
What pre-reading questions would you ask or activities would you have students do to help them identify the structure type? (e.g., looking for signal words)	
What during-reading supports will you provide to help them use their knowledge of text structure to understand this passage? (e.g., guiding questions to answer and record, graphic organizer)	
What after-reading supports will you use to help them use their knowledge of text structure to understand, recall, organize, and/or summarize this passage? (e.g., guiding questions, writing summaries from graphic organizer information, topical file cards or sticky notes)	
<i>(other teaching strategies here)</i>	
How will you assess  (1) how well students are learning to identify this text structure and use it to improve comprehension and  (2) next steps?	

Classroom Observation Protocol: Modes of Engagement for Student Learning		Focus: <u>Facility</u> for Structure and Pacing		
Teacher: _____ Grade Level/Subject: _____ Observer: _____ Date: _____				
Elements and Indicators	Sequence	Time ( ) Transition	What was observed	
<b>1. Teacher-Directed Instruction</b> <ul style="list-style-type: none"> <li>Behavioral expectations and routines are understood and demonstrated by students</li> <li>Teacher provides structure by giving clear, step- by- step instructions including explaining concepts, modeling procedures and leading practice</li> <li>Teacher utilizes varying levels of questioning to engage students with learning targets during instruction</li> </ul>				
<b>2. Student-Focused Learning</b> <ul style="list-style-type: none"> <li>Behavioral expectations and routines are understood and demonstrated by students</li> <li>Discussions led by students (effective techniques are used)</li> <li>Protocols used to structure discussions</li> <li>Cooperative learning strategies are embedded in instruction.</li> <li>Paraphrasing and questions types-clarifying, organizing, mediating-are used</li> <li>Students apply, analyze, synthesize and/or evaluate information</li> <li>Teachers facilitate and monitor students to provide feedback and clarification based on learning targets</li> <li>Transitions between modes of instruction are managed effectively</li> </ul>				
<b>3. Independent Learning and/or Guided Practice</b> <ul style="list-style-type: none"> <li>Behavioral expectations and routines are understood and demonstrated by students</li> <li>Teacher provides solicited feedback based on learning targets</li> <li>Tasks relate to teacher-directed or student- focused instruction</li> <li>Independent learning and/or guided practice provides students the opportunity to apply, analyze, synthesize or evaluate information</li> <li>Transitions between modes of instruction are managed effectively</li> </ul>				
<b>Total Engagement:</b>	Teacher-Directed = ____ mins.	Student-Focused = ____ mins.	Independent Practice = ____ mins.	Other: ____ mins.

## Resources for Modes of Engagement

Consider the following since <u>transitions</u> will be happening between modes of instruction:	General Classroom <u>Rules</u>
<p><b>Conversation</b> - Under what circumstances can students talk to each other?</p> <p><b>Assistance</b> - How do students get their questions answered? How do they get the teacher's attention?</p> <p><b>Movement</b> - Under what circumstance can students move about the classroom?</p> <p><b>Participation</b> - What student behaviors demonstrate their full participation?</p> <p><b>Instruct</b> - Teach students how to behave responsibly</p> <p><b>Model</b> - Explain rules, procedures and demonstrate</p>	<ul style="list-style-type: none"> <li>• Come to class prepared to learn. (Pencils sharpened, pen, paper, and notebooks)</li> <li>• Respect all property. (School property, personal property, and other's property)</li> <li>• Respect all ideas given in class and do not criticize anybody's ideas or thoughts.</li> <li>• Do your very best!</li> </ul>
Language Stem Use	Student-Focused Learning <u>Procedures</u> (Non-routine Interactive)
<p><b>Clarifying Thinking</b> - Did you mean..., To what extent..., I would like to know more..., Can you tell/explain a little more...</p> <p><b>Extending Thinking</b> - What do you think..., What is another way that you might..., How did you decide..., What additional thoughts or ideas...</p> <p><b>Advice giving (permission required)</b> - You need to do it..., The answer is..., The rule to apply is..., You should have..., Why didn't you...</p> <p><b>Judgmental (should not be used)</b> - I would not..., That doesn't make any sense to..., Why would you think that... I don't like</p>	<ul style="list-style-type: none"> <li>• Listen to the person who is speaking</li> <li>• Only one person speaks at a time</li> <li>• No interruption when someone is speaking</li> <li>• When you disagree with someone, make sure that you make a difference between criticizing someone's idea and the person themselves</li> <li>• Follow the discussion protocol such as paraphrase, inquire, transition (PIT)</li> <li>• Encourage everyone to participate</li> </ul>

## ELA.07.SR.1.08.027 C1 T8

Sample Item ID:	<b>ELA.07.SR.1.08.027</b>
Grade / Model:	<b>07/1</b>
Claim:	<b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	<b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Secondary Target(s):	n/a
Standard(s):	<b>RI-1, RI-3</b>
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"What Are Hurricanes?"
Stimuli/Text Complexity:	The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. <b>Based on these sets of measures, this passage is recommended for assessment at grade 7.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html">http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html</a>
Item/Task Notes:	Stimulus text Lexile level is 690. (typical Lexile text range for 4 <sup>th</sup> grade is 645-780)
How this task contributes to the sufficient evidence for this claim:	To demonstrate close and analytical reading, students use a detail from the text to support a claim made from an informational text.
Target-specific attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

*Stimulus Text:*

*Read the passage and answer the question that follows it.*

### What Are Hurricanes?

Hurricanes are large, swirling storms. They produce winds of 119 kilometers per hour (74 mph) or higher. That's faster than a cheetah, the fastest animal on land. Winds from a hurricane can damage buildings and trees.



Hurricanes form over warm ocean waters. Sometimes they strike land. When a hurricane reaches land, it pushes a wall of ocean water ashore. This wall of water is called a storm surge. Heavy rain and storm surge from a hurricane can cause flooding.

Once a hurricane forms, weather forecasters predict its path. They also predict how strong it will get. This information helps people get ready for the storm.

### **What Are the Parts of a Hurricane?**

**Eye:** The eye is the "hole" at the center of the storm. Winds are light in this area. Skies are partly cloudy, and sometimes even clear.

**Eye wall:** The eye wall is a ring of thunderstorms. These storms swirl around the eye. The wall is where winds are strongest and rain is heaviest.

**Rain bands:** Bands of clouds and rain go far out from a hurricane's eye wall. These bands stretch for hundreds of miles. They contain thunderstorms and sometimes tornadoes.

### **How Does a Storm Become a Hurricane?**

A hurricane starts out as a tropical disturbance. This is an area over warm ocean waters where rain clouds are building.

A tropical disturbance sometimes grows into a tropical depression. This is an area of rotating thunderstorms with winds of 62 km/hr (38 mph) or less.

A tropical depression becomes a tropical storm if its winds reach 63 km/hr (39 mph).

A tropical storm becomes a hurricane if its winds reach 119 km/hr (74 mph).

**What Makes Hurricanes Form?**

Scientists don't know exactly why or how a hurricane forms. But they do know that two main ingredients are needed.

One ingredient is warm water. Warm ocean waters provide the energy a storm needs to become a hurricane. Usually, the surface water temperature must be 26 degrees Celsius (79 degrees Fahrenheit) or higher for a hurricane to form.

The other ingredient is winds that don't change much in speed or direction as they go up in the sky. Winds that change a lot with height can rip storms apart.

*Item Stem:*

The passage says that hurricanes form over warm ocean water. Which sentence from the text reveal that hurricanes sometimes move across land?

*Options:*

- A. That's faster than a cheetah, the fastest animal on land.
- B. Winds from a hurricane can damage buildings and trees.
- C. Bands of clouds and rain go far out from a hurricane's eye wall.
- D. Winds that change a lot with height can rip storms apart.

*Distractor Analysis:*

- A. This option compares the speed of a land animal and wind speed, but it does not give evidence of hurricanes on land.
- B. KEY: This option cites evidence of the damage done by hurricanes on land since buildings and trees are only present on land.
- C. This option uses the term "wall" which is often used to describe a land structure. But

## Grade 7 ELA SR Sample Item C1 T8

in this case, the wall is composed of clouds and rain with no evidence of the presence of hurricanes on land.

- D. This option explains the impact of changing wind speed. Although both winds and storms can travel over land, this sentence does not refer to the presence of hurricanes on land.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How do Hurricanes Form		An explanation of how hurricanes form


**Recommended Placement for Assessment: Grade 7**

The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Slightly complex:</u> Title clearly sets the purpose for reading.</p> <p><b>Text Structure:</b>  <u>Moderately complex:</u> Information is sequential. The organization is evident.</p> <p><b>Language Features:</b>  <u>Moderately complex:</u> The language is primarily easy to understand; unfamiliar terms/concepts are defined or explained. A variety of sentence structures is used.</p> <p><b>Knowledge Demands:</b>  <u>Moderately complex:</u> While ideas are clearly explained, they are still somewhat abstract.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1090L; upper grades 6-8 or grades 9-10  Flesch-Kincaid: 7.6  Word Count: 403</p> <p><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work

## Shifting Instruction with the BAP

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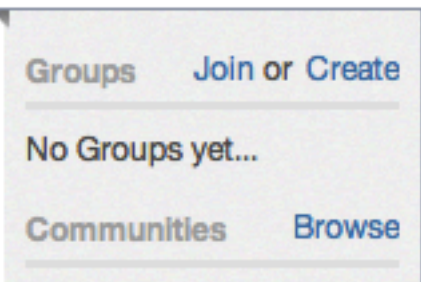
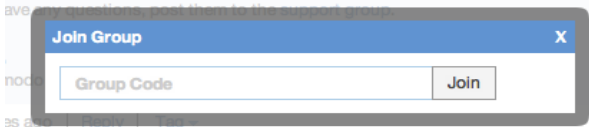
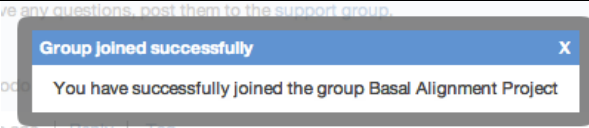
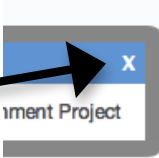
There is neither a quick fix nor a series of rote protocols for achieving CCSS outcomes. To realize the expectations of the CCSS, we have to approach the resources and strategies that we know to help achieve the rigorous CCSS outcomes thoughtfully and with care.

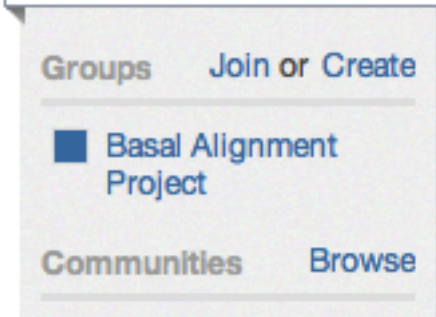

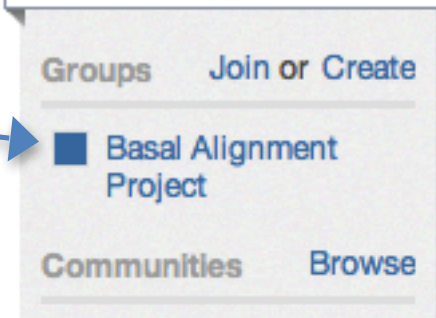
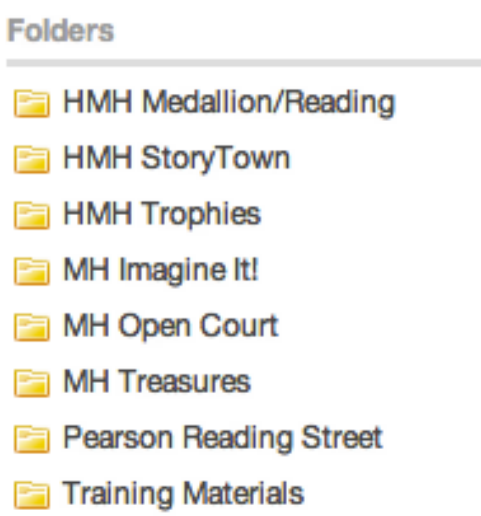
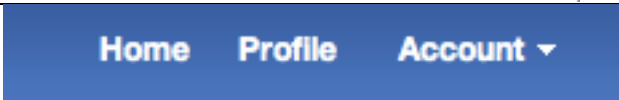
One such resource, the [Basal Alignment Project](#), has been a collaborative effort to rewrite the questions in major basal series to more closely align with the Common Core State Standards. The professional learning involved with the BAP is a powerful tool for understanding key elements of the CCSS--that lead to intentional shifts in instruction.

### Common BAP Questions

**The BAP is only for grades 3 – 5. How do our K-2 teachers benefit?** K-2 teachers are encouraged to pull lessons from Edmodo folders other than “HMH Medallion/Reading” (which is WCSD’s adoption) and use them with read alouds. Many of these lessons are trade books, such as “Ruby the Copycat” or “Charlie McButton” that are available in libraries. These lessons are a powerful next step to support professional learning from the Primary Core Task Project (PCTP). In short, K-2 teachers should also take part in the BAP professional learning.

**What resources are there for 6<sup>th</sup> grade?** We are working on internal revisions for 6<sup>th</sup> grade HMH stories, using the same tools and procedures as the 3 -5 rewrites. Lessons for “Passage to Freedom,” “Climb or Die” and “The True Confessions of Charlotte Doyle” will be made available this week. These will be posted on a different Edmodo site; the keycode will be blasted out this week. For teachers at year round sites who have taught these stories, continue to make the modifications we suggested last year—eliminate culminating activities that take a student outside of the text.

10 Steps to Access the BAP Resources on Edmodo		
Step	Directions	Pictorial Representation
One	Sign up for an Edmodo account at <a href="http://www.edmodo.com">www.edmodo.com</a>	
Two	Login to account	
Three	On the left-hand side of your homepage, underneath your picture and name, there is a link that says Groups Join or Create. Click Join.	
Four	Enter the following group code: <b>etuyrm</b>	
Five	A window should pop up that says, "You have successfully joined the group Basal Alignment Project."	
Six	Once you close out the pop up window, you will return back to your homepage.	

Seven	Now, Basal Alignment Project should be listed under your groups on the left-hand side of your homepage, where you previously clicked Join.	
Eight	Click on Basal Alignment Project to enter the group. 	
Nine	Once in the group, you will notice general announcements in the middle of your page. The folders, which contain all of the completed story revisions to date, are listed on the right-hand side of the page. Within each folder, the revisions are listed by grade level and then in alphabetical order. You can download each revision by simply click on the file name.	
Ten	To return to the group's homepage, simply click "Close Folder" toward the top right-hand side of the page. To return to your personal homepage, click "Home" in the upper right-hand corner of the page.	

## Unit 2/Week 1

Title: Shiloh<sup>1</sup>

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

##### Big Ideas and Key Understandings

It is important to stand up for what you believe in. This includes working to stop injustices, or unfair acts, such as cruelty to animals.

##### Synopsis

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<sup>1</sup> This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.



This story is an excerpt from a novel. It is about a boy named Marty who wants to save a runaway dog from being abused. He brings the dog home, and Marty and his family become attached to the dog.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

<b>Text Dependent Questions</b>	<b>Answers</b>
Direct students to read the introduction. What did you learn about the story after reading the intro? Explain that they will be reading an excerpt from Shiloh that does not show the beginning of the story.	A boy named Marty want to save Shiloh from being abused by his owner and secretly helps him when his parents tell him to return him to the owner.
Who is telling the story? Be sure to use evidence from the text to support your ideas.	Establish that the story is told from Marty's point of view. (Important for ELs comprehension)
What could Marty mean when he says, "Sure seems strange having Shiloh in the house that night, after trying so hard to keep him secret?"	Marty was secretly protecting Shiloh but he needed help and had to tell his Dad.
Using the illustration on page ____, describe what the word	Crouches means bending down.

"crouches" means:, "Dad crouches there a minute or two, scratching all down Shiloh's back and up again."	
What does Marty have to do to pay Dr. Murphy's bill?	Marty has to collect cans, and maybe deliver the county paper.
From the evidence so far, what kind of man does Judd Travers seem to be? Use evidence from the story to support your idea.	Judd Travers is not the sort of man to give Shiloh away. Marty knows that Judd is mean.
Who are Dara Lynn and Becky? Support your answer from the text.	They are Marty's sisters. I know that because the three children share meals together, and when Shiloh arrives, Marty's mother makes "low sympathy noises in her throat" for the dog, the way she would if Becky or Dara Lynn got sick. Therefore, Marty's mother must be their mother too.
What does Marty mean when he says, "It's sort of like Shiloh is there and he's not."	The whole family cares for the dog but no one wants to say it out loud because they know the dog's owner can take him away at any moment.
Ask students to reread paragraph 4 on page _____. What is everyone concerned about?	As stated in the text, "What everyone's waiting for, I guess, is for something to happen..."
Why does Marty go to Friendly? <i>You might want to call attention to "Friendly" being used as a proper noun.</i> Why is this important?	Marty goes to Friendly to try and find a job. This is important because if he can't raise the money to pay the doctor bill and buy Shiloh, he will have to give him up.
What does the word mournful mean? Use context clues to figure it out.	Mournful means sad. Shiloh is trying to get everyone to feel sad for him by "putting his nose in everyone's lap" so he can get food.
How does the illustration on page _____ help us understand what happened to Shiloh?	It shows Shiloh's leg bandaged. He must have been hurt very badly and Marty's Dad had to call the vet.
How does Marty's Dad feel about Shiloh? What clues in the text show you how he feels? Why is this important to Marty?	Dad let's Shiloh lick his plate clean. He scratches his back. Marty thinks that if his Dad likes the dog, he will let him keep Shiloh.
Reread the paragraph that starts, "What I'm dying to ask dad..." Why is Marty afraid to ask his father if he has spoken to Judd Travers?	Marty doesn't want to give up Shiloh because he's grown attached and he feels sure that Shiloh has been abused (see second sentence of the story).

The author writes, "I hear a sound outside that makes my bones feel like icicles." What is the name for this kind of figurative language? What does Marty mean when he says, the sound made his "bones feel like icicles"? Why might the author have used a simile to convey these feelings to the reader instead of just telling us how Marty felt?	This form of figurative language is called simile. What Marty means is that he felt afraid. That it was if chills were running through him, filling him with fear. The author may have used a simile instead of telling us in order to allow us to imagine the situation more vividly.
What do you think the idiom, <i>pull through</i> means in the story, "Nobody wants to hear his dogs been hurt, though, and we wanted to make sure he was going to <b>pull through</b> ?"	The word ' <i>pull</i> ' can mean "to move towards something." The word <i>through</i> can mean completely from beginning to end. Putting those meanings together and using context clues, the students can say Shiloh would get better.
Where in the story can you find examples of how Marty feels about Shiloh? Cite examples from the text. Now find examples of how another member in his family feels about Shiloh. Cite examples from the text.	Some examples: "I built a pen up in the woods." Marty goes to Friendly to look for a job, to pay for Shiloh's doctor fees. Dara Lynn has a old hairbrush and "she can't seem to brush that dog enough." "Dad gets out every tick Shiloh's got on him." "Ma hums to Shiloh likes he's a baby in a cradle."
Read the last 2 paragraphs on page _____. What words tell you how Marty feels as he faces Judd? What does the illustration tell you?	He feels he has to tell the truth to Judd, even though he is afraid of him. "My voice don't sound near as strong as my dads. Sort of quivery..." Earlier Marty says, "I'd rather swim a river full of crocodiles."  The illustration shows Marty with his fists clenched and an angry look on his face.
In the sentence on page _____, quavery means shaky or not steady. Why does Marty's voice get quavery?	Marty's voice is quavery because he is scared and nervous to speak to Judd.
What does Marty tell Judd? Why does his father make him explain?	Marty tells Judd, "You been mistreatn' it..." His father has taught his children to face up to their mistakes.
In the sentence "I built a pen up in the woods," What does the	It's an area to keep animals in. He "built it", the "German

word pen mean? Use context clues to figure it out.	shepherd got in..."
What does Shiloh do to show he was mistreated by Judd?	Judd tries to pet Shiloh and Shiloh leans away like he's going to be hit. <i>Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking. Shiloh sticks his tail between his legs, puts his belly close to the floor and climb back into his box.</i>
Reread the first 3 paragraphs on page _____. Why does Ma offer to buy Shiloh?	Ma says, "Judd, Marty's got awful attached to that dog, and we'd like to know how much you want for it." <i>Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking. Ma turns away when she sees the dog is afraid.</i>
Now that we have read the story, we understand that Marty is the narrator. What if the story was told from someone else's perspective? In what ways does Marty's narration influence how the story is told?	The story would be different because the person telling it would have a different viewpoint. If the story was told by Judd Travers, we would not see the kindness towards Shiloh as we do from Marty telling the story. If Shiloh told the story we might learn more about how he has survived his situation.

## Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Decency	Delivering Shrieks Tick Bound Appliance Face up Awful
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Mournful Quavery Pen Patch Mistreated	Sympathy Peek Crouches Slurp Thud Scrape up

## Culminating Task

- Re-Read, Think, Discuss, Write

*Explain the challenges Marty faced when rescuing Shiloh. Describe at least 3 challenges, and use specific details from the text to support your ideas. Explain why Marty is willing to deal with these obstacles.*

Answer:

### Challenges

Marty has to pay the doctor fee.

Marty has to take care of the injured Shiloh.

Marty has to keep Shiloh a secret from those outside of his family.

Marty has to face Judd Travers and tell him what he did.

### Why

Marty has grown attached to Shiloh and doesn't want to see him abused. He recognizes the hard work involved in saving Shiloh, but he is willing to put in the work because he knows he is doing the right thing.

## Additional Tasks

- *Re-read the text and identify two similes. Remember, a simile is a comparison of two things using "like" or "as." Once you have identified the similes, explain why the author used these similes in these particular moments in the story.*

Possible Answers:

"My bones feel like icicles inside me."

"Like were was all froze to death in our chairs."

- Fluency

*Have students re-read specific portions of the text that illustrate examples of dialect and dialogue:*

“Ray Preston...” to the end of the page.

“it was wrong of Marty...” to the end of the page.

### Note to Teacher

- This story makes use of many illustrations. Be sure to use these in an effort to assist students in their comprehension of the story. It may also be useful to discuss the parts in the text that utilize a specific dialect.
- Referring to the question, *Where in the story can you find examples of how Marty feels about Shiloh? (Pg. 46) Cite examples from the text.* Now find examples of how another member in his family feels about Shiloh. Cite examples from the text. This may be a good opportunity to use turn and talk, where one person comes up with examples of how Marty feels about Shiloh and the other person comes up with examples of how another member in his family feels about Shiloh. There is an emphasis placed on each family member’s feelings in the text, and students need to recognize ALL of those characters and their feelings--not just Marty’s.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **“Shiloh”**

1. What did you learn about the story after reading the intro?
  
  
  
  
  
  
  
  
  
  
2. Who is telling the story? Be sure to use evidence from the text to support your ideas.
  
  
  
  
  
  
  
  
  
  
3. What could Marty mean when he says, “Sure seems strange having Shiloh in the house that night, after trying so hard to keep him secret?”
  
  
  
  
  
  
  
  
  
  
4. Using the illustration on page \_\_\_\_, describe what the word “crouches” means as used in this sentence, “Dad crouches there a minute or two, scratching all down Shiloh’s back and up again.”
  
  
  
  
  
  
  
  
  
  
5. How does the illustration on page \_\_\_\_ help us understand what happened to Shiloh?



6. How does Marty's Dad feel about Shiloh? What clues in the text show you how he feels?  
Why is this important to Marty?

7. What does Marty have to do to pay Dr. Murphy's bill?

8. From the evidence so far, what kind of man does Judd Travers seem to be? Use evidence from the story to support your idea.

9. Who are Dara Lynn and Becky? Support your answer from the text.

10. What does Marty mean when he says, "It's sort of like Shiloh is there and he's not."

11. Re-read paragraph 4 on page \_\_\_\_\_. What is everyone concerned about?
12. Why does Marty go to Friendly? Why is this important?
13. On page \_\_\_\_\_, what does the word mournful mean? Use context clues to figure it out.
14. Reread the paragraph that starts, "What I'm dying to ask dad..." Why is Marty afraid to ask his father if he has spoken to Judd Travers?
15. The author writes, "I hear a sound outside that makes my bones feel like icicles." What is the name for this kind of figurative language? What does Marty mean when he says, the sound made his "bones feel like icicles"? Why might the author have used a simile to convey these feelings to the reader instead of just telling us how Marty felt?

16. What do you think the idiom, pull through means in the story, “Nobody wants to hear his dogs been hurt, though, and we wanted to make sure he was going to pull through?”
17. Where in the story can you find examples of how Marty feels about Shiloh? Cite examples from the text. Now find examples of how another member in his family feels about Shiloh. Cite examples from the text.
18. Read the last 2 paragraphs on page \_\_\_\_\_. What words tell you how Marty feels as he faces Judd? What does the illustration tell you?
19. In the sentence on page \_\_\_\_, quavery means shaky or not steady. Why does Marty’s voice sound quavery?
20. What does Marty tell Judd? Why does his father make him explain?

21. In the sentence "I built a pen up in the woods," What does the word pen mean? Use context clues to figure it out.
22. What does Shiloh do to show he was mistreated by Judd?
23. Why does Ma offer to buy Shiloh?
24. Now that we have read the story, we understand that Marty is the narrator. What if the story was told from someone else's perspective? In what ways does Marty's narration influence how the story is told?