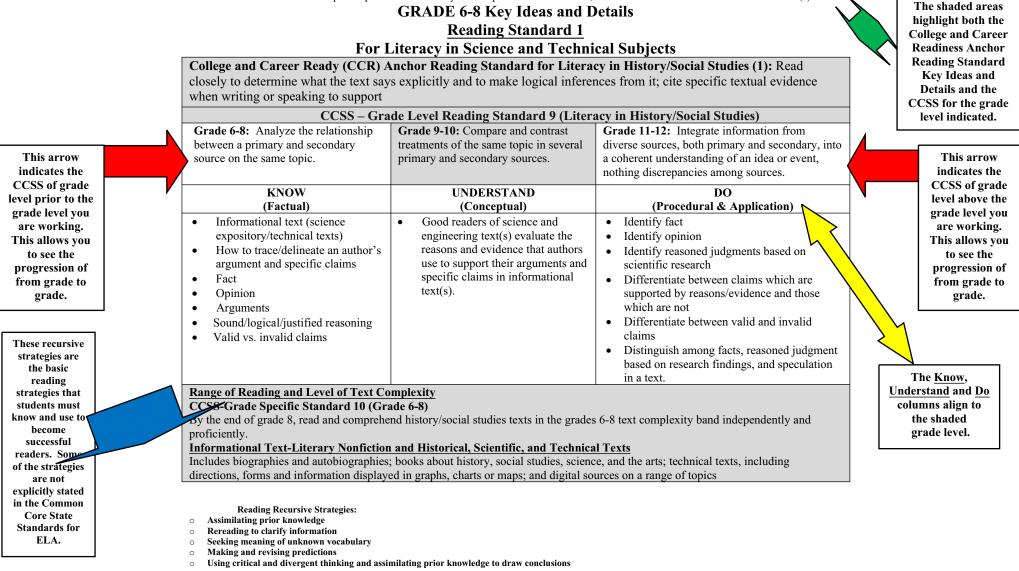
HOW TO READ A...Delaware Science Literacy Concept Organizer

The Science Literacy Concept Organizers, were created to assist teachers in aligning their instruction to the Common Core State Standards. These Science 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).





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• 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

Reading Recursive Strategies:

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

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GRADE 6-8-Craft and Structure <u>Reading Standard 6</u> for SCIENCE

College and Career Ready (CCR) Anchor Reading Standard for Literacy in History/Social Studies (6): Assess how point of view or purpose shapes the content and style of a text.		
CCSS – Grade Level Reading Standard 6 (Literacy in History/Social Studies)		
	Grade 9-10: Analyze the	Grade 11-12: Analyze the author's
Grade 6-8: Analyze the author's		
purpose in providing an	author's purpose in providing	purpose in providing an explanation,
explanation, describing a	an explanation, describing a	describing a procedure, or discussing
procedure, or discussing an	procedure, or discussing an	an experiment in a text, identifying
experiment in a text.	experiment in a text, defining	important issues that remain
	the question the author seeks	unresolved.
	to address.	
Know	Understand	Do
(factual)	(conceptual)	(procedural & application)
 Informational text (both literary nonfiction and expository/technical texts) How to analyze The role and purpose for scientific text(s) (to inform, to persuade, to explain how) The perspective, viewpoint, focus, attitude and bias of writers of scientific and engineering text(s) Conflicting evidence or viewpoints Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) 	 Authors in scientific and engineering text(s) achieve their purpose through the choices they make (e.g., acknowledging/responding to viewpoints, word choice, and presentation of data, supporting and conflicting arguments). Authors in scientific and engineering text(s) distinguish their position, viewpoint, and attitude from that of others based on scientific evidence. Good readers of scientific and engineering text(s) analyze the text in order to identify the difference between the author's viewpoint, focus, attitude and position from that of others based on scientific evidence. 	 Explain the author's overall purpose for writing a text Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias Identify the author's position in a text Explain how the author controls what the reader knows in a text Identify if and how conflicting evidence or viewpoints are addressed in a text Analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

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.

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