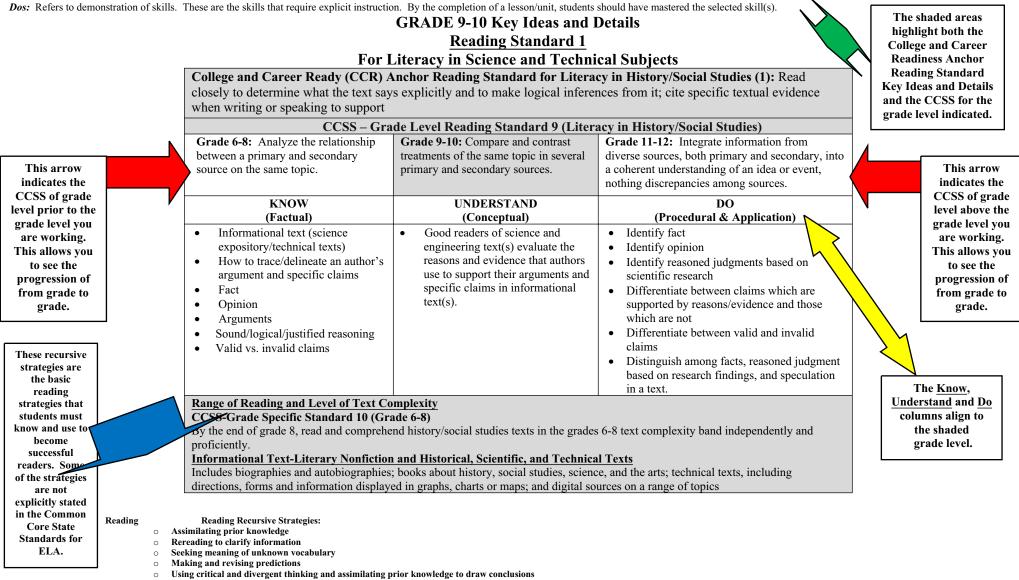
HOW TO READ A...Delaware Science Literacy Concept Organizer

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 <u>not</u> 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.



• Making connections and responding to text



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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 9-10-Key Ideas and Details <u>Reading Standard 1</u> for Literacy in Literacy in Science

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.

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CCSS – Grade Level Reading Standard 1 (Literacy in History/Social Studies)							
Grade 6-8: Cite specific textual	Grade 9-10: Cite specific textual			Grade 11-12: Cite specific			
evidence to support analysis of	evidence to support analysis of science			textual evidence to support			
science and technical subjects.	and technical texts, attending to the			analysis of science and technical			
	precise details of explanations or			texts, attending to important			
	descriptions.			distinctions the author makes			
	^			and to any gaps or			
				inconsistencies in the account.			
Know	Understand			Do			
(factual)	(c	onceptual)		(procedural & application)			
 Informational text (science expository/technical texts) How to cite specific textual evidence (e.g., data tables, scientific charts, case studies, quantitative(number based) research and other non-fiction resources) How to analyze (e.g., bias, credibility, point of view, perspective) Audience Purpose How to draw scientific conclusions Background knowledge Critical/analytical judgments Explicitly stated information from the text(including strength and limitations) 	 Scienti include inform can hel and ans questio Scienti scan m search inform focus of scientif Scienti analyze the scie within 	sts and engineers key details in ational texts which p a reader develop swer scientific	•	Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Differentiate between quantitative and qualitative data Describe the connection between the scientist's purpose and the text Identify/cite and explain information from specific textual evidence (e.g., data tables, scientific charts, case studies, quantitative(number based) Identify/cite appropriate text support for inferences, hypothesis and conclusions Differentiate between strong and weak textual support Develop scientific conclusions about theories in a text			

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		Analyza courses for bies
		Analyze sources for bias,
		credibility, point of view,
		perspective, and purpose for the
		scientific community
	•	Examine text for relevant
		information leading to precise
		details that support and/or refute
		your research
	•	Cite specific textual evidence to
		support analysis of science and
		technical subjects

CCSS-Grade Specific Standard 10 (Grade 9-10)

By the end of grade 10, read and comprehend science/technical 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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