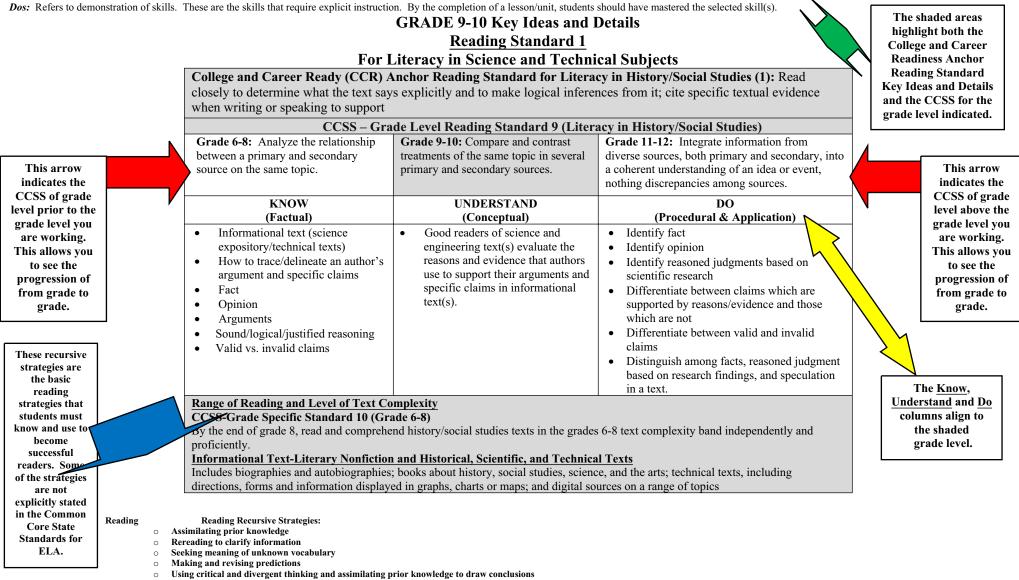
## HOW TO READ A...Delaware Science Literacy Concept Organizer

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-Craft and Structure <u>Reading Standard 5</u> for Literacy in SCIENCE

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)		
Grade 6-8: Analyze the structure	Grade 9-10: Analyze the	Grade 11-12: Analyze how the text
an author uses to organize a text,	structure of the relationships	structures information or ideas into
including how the major sections	among concepts in a text,	categories or hierarchies,
contribute to the whole and to an	including relationships among	demonstrating understanding of the
understanding of the topic.	key terms (e.g., force, friction,	information or ideas.
	reaction force, energy).	
Know	Understand	Do
(factual)	(conceptual)	(procedural & application)
<ul> <li>Informational text ( science expository/technical texts)</li> <li>How to analyze</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 text structure and text feature</li> <li>Relationships between parts of text and whole text (as indicated by text features and structures)</li> </ul>	<ul> <li>Writers of scientific and engineering text(s) use organizational patterns and features to chunk and arrange the information so readers can deconstruct the text.</li> <li>Good readers of science and engineering text(s) understand the structures and features of a text, and use them to make sense of what they read.</li> </ul>	<ul> <li>Identify text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>Identify text structures (e.g., sentences, paragraph, chapter, section)</li> <li>Describe the relationship between text organization and development of ideas</li> <li>Analyze the relationship between text organization and development of ideas</li> <li>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</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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