

Common Core: Reading Standards for Literacy in Science and Technical Subjects - Grades 6-12

TITLE: **Cyber Literacy for the Digital Age**

ISBN: 978-1-934422-64-9

#	Standards (Grades 6-8)	Standards (Grades 9-10)	Standards (Grades 11-12)	Text Correlation	Correlation Narrative
Key Ideas and Details					
1	<i>Cite specific textual evidence to support analysis of science and technical texts.</i>	<i>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</i>	<i>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies.</i>	CH 1-16	Chapter assessments require that the student reads and understands the text, and responds in various formats to the assessment requirements, often referring to specific content. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content.
2	<i>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</i>	<i>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</i>	<i>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</i>	CH 1-16	Each chapter is dedicated to a specific new central idea, while making a connection to previous material. The student will gather information based on the central idea for the unit and respond to the instructions. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content.

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3	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</i>	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</i>	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i>	CH 1-16	In each chapter, the student is required to read the material and follow instructions provided; then verify that the assessment end-product meets the expectations of the written instructions. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content.

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Craft and Structure					
4	<i>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</i>	<i>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</i>	<i>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</i>	CH 1-16	In each chapter, the student will build a technical vocabulary from text, icons and business application specific vocabulary relevant to grades 6-12 texts and topics. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content relevant to that grade level range.
5	<i>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</i>	<i>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force)</i>	<i>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</i>	CH 1-16	In each chapter, the student will read business specific text in its appropriate context; draw connections, for example, of the vocabulary to the content; understand how the text structure (key terms, chapter openers, chapter content, assessments and activities) operate together. The assessments demonstrate mastery of reading and comprehension of material, as well as application of terms and content.

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6	<i>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</i>	<i>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</i>	<i>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</i>	CH 1-16	In each assessment, the student will "think" like the author: What is the text trying to get the student to do? Based on the key terms and the chapter content, the student's end-product will reflect the reading. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content.

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Integration of Knowledge and Ideas					
7	<i>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</i>	<i>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</i>	<i>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</i>	CH 1-16	In each chapter, the student will read the text and other content presented in various forms, along with additional research, and organize the information into a visual presentation of the inquiry and assessments. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and content.
8	<i>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</i>	<i>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</i>	<i>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</i>	CH 1-16	In each chapter, the student, through reading and inquiry, will analyze and evaluate the process to be followed to achieve the appropriate end-product as required. The assessments demonstrate mastery of reading and comprehension of text, as well as application of terms and skills.

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9	<i>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</i>	<i>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</i>	<i>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible support or contradict previous explanations or accounts.</i>	CH 1: Cyber Citizen Survey CH 3: Dealing with Cyberbullying CH 9: Mobile Device Search	In addition to text content, students will be required to research material from several sources (Internet, other multimedia, interviews) and evaluate the credibility of those sources.

