

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

TITLE: **The Dream Team, 2E**

ISBN: 978-1-626890-69-5

#	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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	Completion of each project requires that the student reads and understands the text, and connects the project goal to the terms and skills required and follows instructions to a successful end-product.
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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	Each project is dedicated to a specific new set of skills, while making a connection to previous material, increasing complexity of end-product expectations. The student will demonstrate comprehension of the new skill from the text.

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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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	For each project, the student is required to follow a specific set of technical instructions to be performed; then verify that the end-product meets the expectations of the written instructions.
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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	While completing each project, the student will reinforce a skill set from text, icons and software specific vocabulary relevant to grades 6-12 texts and topics.

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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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	For each project, the student will read software specific text in its appropriate context; draw connections, for example, of the vocabulary to the instructions; understand how the text structure (project goal, skills utilized, tactics for guidance and instructions) operate together.
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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	For each project, the student will "think" like the author: What is the text trying to get the student to do? Based on the project goal, skills utilized, and the step-by-step instructions, the student's end-product will reflect the reading.

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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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	For each project, the student will read the text and organize the information into a visual presentation of the expected end-product.
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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	Usually, with computer application technology, the end-product can be reached several ways. For each project, the student, through reading and inquiry, will analyze and evaluate the process to be followed to achieve the appropriate end-product as required.

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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>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	N/A, or... For each project, the student will compare steps provided in the text to Help menu or experimentation to reach same end-product.
Range of Reading and Level of Text Complexity					
10	<i>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</i>	<i>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</i>	<i>By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</i>	Pre-game projects 1-3; Word processing projects 1-7; Spreadsheet projects 1-6; Digital Publishing projects 1-5; Database projects 1-3; Presentation projects 1-3; Optional Google Forms projects 1-3	For each project, the student will read, comprehend and apply technical writing and graphical illustrations appropriate to grades 6-12 independently and proficiently.