

# PBS TeacherLine New York

## RDLA 130: Teaching Reading in Science

### New York Learning Standards: English Language Arts

#### **Standard 1**

Students will read, write, listen, and speak for information and understanding.

#### Key Idea

Listening & reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

#### Performance indicators

##### **Elementary**

Students gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.

Students select information appropriate to the purpose of their investigation and relate ideas from one text to another.

Students select and use strategies that have been taught for notetaking, organizing, and categorizing information.

Students ask specific questions to clarify and extend meaning.

Students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Students support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

##### **Intermediate**

Students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience.

Students compare and synthesize information from different sources.

Students use a wide variety of strategies for selecting, organizing, and categorizing information.

Students distinguish between relevant and irrelevant information and between fact and opinion relate new information to prior knowledge and experience

Students understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.

##### **Commencement**

Students interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.

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## RDLA 130: Teaching Reading in Science

Students synthesize information from diverse sources and identify complexities and discrepancies in the information.

Students use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts.  
Students make distinctions about the relative value and significance of specific data, facts, and ideas.  
Students make perceptive and well developed connections to prior knowledge.

Students evaluate writing strategies and presentational features that affect interpretation of the information.

### Key Idea

Speaking & writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

### Performance indicators

#### **Elementary**

Students present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.

Students select a focus, organization, and point of view for oral and written presentations.

Students use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.

Students use details, examples, anecdotes, or personal experiences to explain or clarify information.

Students include relevant information and exclude extraneous material.

#### **Intermediate**

Students establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented.

Students organize information according to an identifiable structure, such as compare/ contrast or general to specific.

Students develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

#### **Commencement**

Students write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects.

Students present a controlling idea that conveys an individual perspective and insight into the topic.

Students use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and compare/contrast.

# PBS TeacherLine New York

## RDLA 130: Teaching Reading in Science

Students support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.

### **New York Learning Standards: English Language Arts Standard 2**

Students will read, write, listen, and speak for literary response and expression.

#### Key Idea

Listening & reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Performance indicators

#### **Elementary**

Students read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.

Students recognize some features that distinguish the genres and use those features to aid comprehension.

Students use inference and deduction to understand the text.

Students read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

#### **Intermediate**

Students recognize different levels of meaning.

#### **Commencement**

Students understand how multiple levels of meaning are conveyed in a text.

Students read aloud expressively to convey a clear interpretation of the work.

### **New York Learning Standards: English Language Arts Standard 3**

Students will read, write, listen, and speak for critical analysis and evaluation.

#### Key Idea

Listening & reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Performance indicators

#### **Elementary**

Students read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor.

## **PBS TeacherLine New York**

### **RDLA 130: Teaching Reading in Science**

Students make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement.

Students recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis.

#### **Intermediate**

Students analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials.

Students assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial).

Students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result).

#### **Commencement**

Students analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

Students evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe's elements of a short story and the elements of "naturalist fiction" to evaluate modern story).

Students make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight he/she places on particular arguments and criteria (e.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length).

#### **Key Idea**

Speaking & writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

#### **Performance indicators**

##### **Elementary**

Students express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. Students present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost).

## **PBS TeacherLine New York RDLA 130: Teaching Reading in Science**

Students monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact).

Students use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.

### **Intermediate**

Students present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments.

Students develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis).

Students monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate).

Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

### **Commencement**

Students present orally and in writing well-developed analysis of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analysis.

Students make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.

**PBS TeacherLine New York  
RDLA 130: Teaching Reading in Science**

**PBS TeacherLine New York**  
**RDLA 130: Teaching Reading in Science**

- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

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RDLA 130: Teaching Reading in Science**