Common Core State Standards: Reading Science and Technical Subjects 6-12 (RST)
Grades 6-8

1. Cite specific textual evidence to support analysis of science and technical texts.

6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

7. Integrate quantitative or technical information expressed in words of a text with a version of that information expressed visually.

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

9. Compare and contras the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12 (WHST)
Grades 6-8

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

The generic task template on the next page allows teachers to select formats and insert resources and topics that students can use as they develop writing prompts. This example task could be completed after the earthquake lessons to address the standards of the CCSS for Literacy in Science and Technical Subjects.

Task 14 Template (Informational or Explanatory/Description L1)

(Insert Essential Question) After reading _____ (literature or information texts), write a/an _____ (essay, report, or substitute another format) that describes _____ (content) and addresses the question.

How can we protect ourselves from natural disasters, such as earthquakes, if we cannot accurately predict them? After reading *ABCs of Building Codes* and Predicting Earthquakes at the USGS link, and watching Dr. Cox's video "Dissecting an Earthquake", write an explanatory report that describes and illustrates how a person living in an earthquake zone should build an earthquake resistant home and addresses the essential question.

Resources:

- Dissecting an Earthquake: Video Youtube.com (t:3minutes, Dr. Cox University of Arkansas) http://www.youtube.com/watch?v=AZXfmVriO-s
- A B C's of Building Codes: http://mceer.buffalo.edu/publications/Tricenter/04-sp02/1-03abcs.pdf
- Predicting Earthquakes (USGS): (1 page) http://pubs.usgs.gov/gip/earthq1/predict.html