Standard	Prompt	Teacher Provides	Example
CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	What evidence do the authors provide to support the statement below? Statement: _____ What qualitative or quantitative data from ___(lab)_support the statement below? Statement_____	Lexile appropriate text and summary statement. Current lab results.	Example -Antacid Experiment
CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	What is this text about? Write a summary of the text using 20-30 words. Include only information in the text itself.	Lexile appropriate text, video or diagrams.	Example -Mendeleev and the periodic table
CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	What must be done before _(insert step of procedure)_ occurs? During what steps in the procedure will you be recording data? What will you be recording? Create a table to show each step number and what you will record.	Procedure used in lab or activity.	Example -Density of Irregular Objects
CCSS.ELA-LITERACY.RST.6-8.4 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*.	What ways have you heard the word _____ used? How does the way we are using it in science class compare to other ways the word is used? Are there any words in this text that have a "science" meaning and a "non-science" meaning? If so, identify the meaning based on the context. Are there any symbols or abbreviations used in the text? If so, what are their meanings?	Science vocabulary word with multiple meanings, including some "non-science" meanings (example cell, force, volume) Text that includes symbols, science terms with multiple meanings, or abbreviations	Example -Family Tree

CCSS.ELA-LITERACY.RST.6-8.5 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.	Look at page _____ in your textbook. What are the headings and subheadings? What can you learn about the material without reading the main text? The diagram shows us _____. Why do you think the artist presented the material in this way?	Text that includes structure, diagrams,	Example -Genotype vs. Phenotype -Physical Changes
CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Given the information in the author's biographical summary, what bias might have this author have? Identify two lines of text that show that bias. Circle loaded words the author used. What was the author's motivation in writing or presenting this text? What did the author(s) want to accomplish?	Lexile appropriate text (image, video, simulation, experiment) related to the topic with an author's biography included.	Examples- -Bottled vs. Tap Water -Hydraulic Fracturing
CCSS.ELA-LITERACY.RST.6-8.7 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).	Do the graph and the text show the same thing? Explain using an example from both the text and the graph. Does the data from __(lab or activity)___ support or contradict the information in the text provided? Explain your answer and include evidence from your results.	Lexile appropriate text and graph that corresponds to the topic of the text or student data from a lab or activity.	Examples- -Cholera Outbreak -Newton's Second Law
CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Give one example of each of the following from the article provided. ● Fact ● Judgment based on research ● Speculation Is the following statement a fact, reasoned judgement, or speculation? Circle or underline the words or phrases that helped you figure out	Article or short statement for students to evaluate.	Examples- -Environmental Impact of Climate Change -Early model of atom

(6-8.8 Continued)	what type of statement it is and explain your answer. Statement: _____		
CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare the information provided in this text with the results from_____ activity/lab? Optional- Pick one line from the text that best describes/illustrates the results of _____ lab/activity. Optional- Provide more specific prompt to focus student responses… How does the result from step _____ of the procedure compare to the information in this text? Extension- Compare your data to the data for another group. How similar are the results? If the data are not identical explain how you think two groups arrived at the different results with the same procedure?	Brief lexile appropriate text (image, video, simulation, etc.) related to the topic studied in the activity or lab.	Examples- -Cellular Respiration -Cross Linked Polymers