

Nancy Larson[®] Science k-4

Nancy Larson[®] Science engages students in shared reading of scientific informational text that includes answering questions about the text and understanding the relationship of illustrations with the text. Shared reading ensures students are hearing the text read fluently and words pronounced correctly to increase understanding and comprehension of in-depth scientific informational text. Because the scientific concepts are challenging, students receive the teacher support that ensures students not only master the science content but also learn and practice reading strategies that are important for understanding informational text.

Common Core and Nancy Larson Science K

At the kindergarten level, read-aloud and shared reading experiences lay the groundwork for advanced work at subsequent grades. Students are focused on answering questions and understanding the relationship between illustrations and the text. To ensure students understand the *Science K* concepts, the teacher defines and explains unknown words. By identifying the main idea at the beginning of each lesson, the teacher is able to focus students on the core science concepts to be learned. For that reason, this introduction of informational text leads to less emphasis being placed on the authors' and illustrators' names, authors' reasons, and book parts than are usually addressed in narrative text (stories).

Common Core and Nancy Larson Science 1

In first-grade lessons, *Science 1* students continue to participate in shared reading and answer questions that require them to return to the text. Increased emphasis is placed on identifying the main idea and supportive details plus understanding the role of illustrations in

science texts. Text features are referenced to help students learn to become efficient readers by narrowing their search for information. Because the science concepts are challenging, the teacher and students discuss definitions and explanations of science vocabulary and concepts.

Common Core and Nancy Larson Science 2 and 3

In both second and third grades, the progression of lessons continues with students gaining a deeper understanding of science concepts and the reading

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of scientific text. Greater importance is placed on answering text-based questions and understanding details supporting the main idea of informational text. Students learn to connect ideas presented in the text and continue to use text features to aid in finding and connecting information. The teacher and students continue to discuss definitions and explanations of scientific words and phrases. Due to the level of difficulty of the science concepts, teacher direct instruction is used to minimize content misconceptions.

Common Core and Nancy Larson Science 4

At grade four, students explain science concepts presented in different texts, in graphic form, and in hands-on activities. Both the teacher and students provide and review definitions and explanations of scientific words and phrases. While *Science 4* lessons include a variety of reading structures, greater emphasis is placed on the scientific information than on the reading structures themselves. Since the science concepts are becoming even more challenging, the teacher continues to use shared reading for the first read. Students are encouraged to re-read text both individually and in partner reads, especially as they do review work and prepare for assessments. This assures long-term retention of concepts.

Kindergarten

Core Standards in this Strand

Nancy Larson® Science K Lessons

Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text. 8, 9, 10, 11, 12, 16, 17, 19, 20, 22, 24, 34, 40, 42, 43, 44, 45, 52, 54, 55, 56, 57
- **RI.K.2.** With prompting and support, identifying the main topic and retell key details of a text. 8, 22, 24, 55, 57
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8, 17, 40, 42, 55, 56, 57

Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text. 22, 24, 55
- **RI.K.5.** Identify the front cover, back cover, and title page of a book. 8, 9, 11, 22, 24, 34, 40, 49, 55, 57
- **RI.K.6.** Name the author and illustrator of a text and define the role of each in the presenting the ideas or information in a text. 8, 22, 55

Integration of Knowledge and Ideas

- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8, 9, 10, 11, 15, 16, 17, 22, 24, 40, 42, 43, 44, 45, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text. 16, 42, 55, 56
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 22, 57

Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding. 8, 9, 10, 11, 15, 20, 22, 24, 29, 34, 38, 40, 42, 43, 44, 45, 49, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61

Grade One

Core Standards in this Strand

Nancy Larson® Science 1 Lessons

Key Ideas and Details

- **RI.1.1.** Ask and answer questions about key details in a text. 2, 3, 4, 5, 6, 9, 13, 14, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 33, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70
- **RI.1.2.** Identify the main topic and retell key details of a text. 2, 5, 9, 14, 15, 18, 20, 22, 23, 26, 27, 39, 40, 54, 55, 56, 57, 59, 60, 61, 64, 65, 66, 67, 68, 70
- **RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. 2, 3, 4, 5, 6, 9, 10, 11, 13, 20, 21, 22, 23, 24, 28, 30, 32, 43, 44, 45, 53, 61, 66, 67

Craft and Structure

- **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 3, 4, 5, 6, 17, 20, 43
- **RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 30, 33, 34, 35, 37, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 60, 61, 63, 64, 65, 66, 67, 68, 70
- **RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 49, 50, 52, 53, 54, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70

Integration of Knowledge and Ideas

- **RI.1.7.** Use the illustrations and details in a text to describe its key ideas. 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 49, 50, 52, 53, 54, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
- **RI.1.8.** Identify the reasons an author gives to support points in a text. 27, 32, 37, 42, 44, 45, 52, 57
- **RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 28, 51, 53, 54, 60

Range of Reading and Level of Text Complexity

- **RI.1.10.** With prompting and support, read informational texts appropriately complex for grade 1. 2, 3, 4, 5, 6, 8, 11, 13, 14, 17, 18, 20, 21, 23, 24, 28, 30, 32, 33, 34, 37, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 57, 59, 60, 61, 64, 65, 66, 67, 68

Grade Two

Core Standards in this Strand

Key Ideas and Details

- **RI.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- **RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- **RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Nancy Larson® Science 2 Lessons

- 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 32, 35, 38, 40, 42, 43, 45, 46, 48, 49, 54, 55, 56, 57, 58, 59, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76
- 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 35, 38, 40, 42, 43, 45, 46, 48, 49, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76
- 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 17, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 48, 49, 54, 56, 57, 58, 59, 60, 62, 63
- 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 20, 22, 24, 28, 29, 30, 31, 32, 33, 35, 38, 42, 43, 45, 46, 48, 49, 54, 56, 57, 58, 59, 62, 67, 69, 70, 71, 74, 76
- 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 17, 18, 20, 22, 24, 28, 29, 30, 31, 32, 33, 35, 38, 42, 43, 45, 46, 47, 49, 54, 55, 56, 57, 58, 59, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 78
- 2, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 35, 42, 43, 45, 46, 48, 49, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 67, 68, 69, 70, 71, 72, 74, 75, 76, 79
- 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 22, 23, 42, 46, 47, 49, 55, 56, 58, 61, 62, 63, 69, 70
- 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 23, 26, 29, 30, 31, 35, 40, 42, 43, 45, 46, 48, 49, 51, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 67, 68, 70, 72, 79
- 69, 70, 71, 72, 75
- 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 20, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 42, 43, 45, 46, 48, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 71, 74

Grade Three

Core Standards in this Strand

Key Ideas and Details

- **RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **RI.3.5.** Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- **RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
- **RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- **RI.3.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Nancy Larson® Science 3 Lessons

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 15, 16, 17, 18, 21, 24, 26, 29, 30, 31, 32, 33, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 70, 74, 75, 76, 77, 78
- 2, 3, 4, 5, 6, 7, 8, 12, 13, 15, 16, 17, 18, 21, 24, 25, 26, 29, 30, 31, 32, 33, 34, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 69, 70, 74, 75
- 1, 2, 3, 4, 5, 7, 9, 12, 13, 16, 17, 18, 25, 26, 32, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 54, 55, 56, 57, 59, 61, 67, 70, 75
- 1, 4, 6, 7, 9, 12, 13, 17, 18, 21, 24, 29, 30, 31, 32, 33, 34, 38, 39, 44, 45, 47, 49, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 70, 75, 76
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 21, 22, 24, 25, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 54, 55, 56, 57, 58, 59, 60, 61, 62, 64, 68, 69, 70, 74, 75, 76, 77, 78
- N/A
- 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 21, 22, 25, 26, 33, 34, 35, 36, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 56, 57, 58, 64, 70, 74, 76, 78
- 1, 2, 5, 12, 13, 15, 17, 18, 29, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 55, 57, 58, 59, 61, 64, 68, 78
- 74
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 21, 24, 25, 26, 29, 30, 31, 32, 33, 34, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 74

Grade Four

Core Standards in this Strand

Nancy Larson® Science 4 Lessons

Key Ideas and Details

- **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 1, 4, 5, 6, 7, 8, 9, 13, 14, 15, 19, 20, 22, 23, 24, 28, 29, 31, 32, 35, 38, 40, 41, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 65, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 86, 87
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text. 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 28, 29, 31, 32, 35, 38, 40, 41, 44, 46, 47, 51, 52, 54, 61, 62, 79, 80, 81, 86, 87
- **RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 58, 59, 62, 63, 64, 66, 73, 83, 84

Craft and Structure

- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. 1, 4, 13, 14, 15, 20, 23, 28, 32, 44, 45, 48, 51, 58, 65, 66, 70, 71, 72, 73, 74, 75, 79, 80, 81
- **RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 19, 23, 32, 36, 38, 39
- **RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. N/A
- **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 19, 23, 32, 36, 38, 39
- **RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text. 4, 5, 6, 7, 8, 13, 14, 21, 22
- **RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 6, 18, 19, 21, 22, 23, 24, 25, 32, 38, 39, 53, 54, 55, 56, 61, 79

Range of Reading and Level of Text Complexity

- **RI.4.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 28, 29, 31, 32, 35, 36, 38, 40, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 65, 66, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 82, 86, 87, 88

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