

# CAMP INVENTION® DEEP SEA MYSTERY™ ALIGNED TO COMMON CORE AND NEXT GENERATION SCIENCE STANDARDS

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## KEY CONCEPTS

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- Research scientists are individuals who are responsible for designing, undertaking, and analyzing information from investigations, experiments and trials.
- Fossils are the remains, impressions, and traces of ancient organisms.
- Aspects of living organisms, such as teeth, can give clues about them.
- Paleontologists are scientists who look for evidence of the past; they use specific tools and careful methods to uncover these clues.
- Scientific research sometimes involves going on expeditions.
- Teaming is important to productive work flow.
- Nature provides important clues for navigation
- Latitude and longitude are imaginary lines on the globe to help determine location; latitude is distance north or south of the equator and longitude is distance east or west of the prime meridian.
- Latitude from the horizon can be gleaned from using one's hand as a type of sextant (an instrument used for measuring the angular distances between objects, especially for taking altitudes in navigation).
- Latitude and longitude coordinates can be used to find one's position on a map.
- Distance is only one element used to inform navigation; currents and wind are other important factors.
- Locating Polaris, or the North Star, is a key concept in celestial navigation.
- LEDs, used in conjunction with coin batteries, is one way to add simple circuitry to a project.
- Design engineering involves the testing of materials and the functionality of objects; sketching and prototyping play a key role in this process.
- Sketching helps bring an idea to life and allows it to be manipulated.
- Communication is critical to effective teamwork.
- Materials science involves the exploration and testing of a variety of materials.
- Buoyancy is an upward force pushing against an object to make it float.
- Mechanical power is the rate at which mechanical energy can be delivered to a system.
- Trivia can be a cooperative way of reflecting on knowledge gained through a process.
- Archimedes' principle of buoyancy states that objects that float are positively buoyant; objects that sink are negatively buoyant; and objects that neither float nor sink are neutrally buoyant.
- Weight is the gravitational force acting on a body and load (e.g., cargo) is the force exerted on it.
- There are many layers of the ocean, some of which have been explored more than others.
- Underwater research involves technical innovation; while many advances have taken place with dive gear and underwater equipment, further innovation is needed.
- The pursuit of scientific discovery drives many individuals in STEM.
- Scientific illustration involves the detailed drawing of organisms and sometimes captures details and perspectives that photography does not.
- Pulleys are simple machines that can be used to raise and lower objects.
- There are many unexplored aspects of the natural world that are waiting to be discovered and this discovery will take further innovation!

# OBJECTIVES

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Children will:

- Be recruited to be research scientists for Wonder University and investigate objects from a collection that was donated.
- Dig out shark teeth from some of these “donated” fossils, identify which species they are from, and make shark tooth necklaces.
- Receive a video message from National Inventors Hall of Fame Inductee Sumita Mitra on gathering clues from teeth.
- Receive their research mission to head out to sea and search for living evidence of one of the “fossil” impressions.
- Discover what a sea shanty is, how it is useful to teamwork, and learn one.
- Design a crew flag that uses symbols.
- Discover that high winds damaged their navigation equipment and research boats.
- Receive advice on following nature’s clues for navigation from National Inventors Hall of Fame Inductee and Master Navigator Stan Honey.
- Design their own take-home, Little Dipper constellation telescope-projector.
- Locate Polaris at the tail end of the Little Dipper; discover how to use one’s hand (like a sextant) to find latitude in relation to the horizon.
- Use coordinates to locate their position; employ map reading skills, including currents and winds and latitude and longitude, to identify which island would be the best to navigate to and fix their ships.
- Using their collected data, identify the best island to navigate to, in order to repair their ships.
- Use design engineering to create devices to catch fish.
- Discover the anatomy of a sail and types of sails.
- Design and build boats with sails, exploring and testing a variety of materials, including the use of wood, hammers, and nails.
- Tinker with mechanically-powered fans to experiment with moving their boats on land.
- Play an Ocean Trivia game that explores concepts in marine science, research, and ship navigation and sailing.
- Test their ship’s sailing capabilities using the mechanically-powered fans for wind.
- Test their ship’s cargo-carrying capabilities and modify accordingly.
- Receive a message in a bottle about a potential siting of the mystery fish in deep waters.
- Discover the Twilight Zone (through a video animation narrated by one of the main ocean researchers of this area)—the layer of the ocean where their fish may potentially be found.
- Discover various underwater research equipment, including closed-circuit rebreathers, submarines, and Remotely-Operated Vehicles (ROVs).
- Design the next generation of innovative underwater research gear and make prototypes.
- Discover that the “fossil” impression is of the coelecanth (AKA “Dino Fish”)—a fish that was thought to have gone extinct before the dinosaurs, but is still alive today and is in the Twilight Zone in select locations.
- Report back to Wonder University that the mission has been accomplished.
- Explore scientific illustration by sketching the anatomy of a coelecanth.
- Design and rig up their sails using a pulley system and then hoist their sails.
- Receive a “Welcome Back to Shore” message from Inductee Stan Honey and perform a last shanty.

# DEEP SEA MYSTERY™ ALIGNED TO NEXT GENERATION SCIENCE STANDARDS

## K-6

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### K-2-ETS1 ENGINEERING DESIGN

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### 3-5-ETS1 ENGINEERING DESIGN

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

### MS-ETS1 ENGINEERING DESIGN

- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

## KINDERGARTEN

### K-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

### K-PS3 ENERGY

- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

### K-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

### K-ESS3 EARTH AND HUMAN ACTIVITY

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

## GRADE ONE

### 1-ESS1 EARTH'S PLACE IN THE UNIVERSE

- 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

## **GRADE TWO**

### **2-PS1 MATTER AND ITS INTERACTIONS**

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

## **GRADE THREE**

### **3-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS**

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

### **3-LS4 BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY**

- 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

### **3-ESS2 EARTH'S SYSTEMS**

- 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

## **GRADE FOUR**

### **4-ESS2 EARTH'S SYSTEMS**

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

## **GRADE FIVE**

### **5-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS**

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

### **5-ESS1 EARTH'S PLACE IN THE UNIVERSE**

- 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

## **GRADE SIX**

### **MS-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS**

- MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

### **MS-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES**

- MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

## **MS-LS2 ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS**

- MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

## **MS-LS4 BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY**

- MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

# DEEP SEA MYSTERY™ ALIGNED TO COMMON CORE STATE STANDARDS FOR MATHEMATICS K-6

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## KINDERGARTEN

### COUNTING AND CARDINALITY K.CC

*Count to tell the number of objects.*

- K.CC4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.

### MEASUREMENT AND DATA K.MD

*Describe and compare measurable attributes.*

- K.MD1. Describe measurable attributes of objects, such as length or weight.

*Describe several measurable attributes of a single object.*

- K.MD2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

*Classify objects and count the number of objects in each category.*

- K.MD3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## GEOMETRY K.G

*Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).*

- KG1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- K.G5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

## GRADE ONE

### MEASUREMENT AND DATA 1.MD

*Measure lengths indirectly and by iterating length units.*

- 1.MD1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

*Represent and interpret data.*

- 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## **GEOMETRY 1.G**

*Reason with shapes and their attributes.*

- 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape

## **GRADE TWO**

### **MEASUREMENT AND DATA 2.MD**

- 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

### **GEOMETRY 2.G**

*Reason with shapes and their attributes.*

- 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

## **GRADE THREE**

### **MEASUREMENT AND DATA 3.MD**

*Geometric measurement: understand concepts of area and relate area to multiplication and to addition.*

- 3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

## **GRADE FOUR**

### **MEASUREMENT AND DATA 4.MD**

*Geometric measurement: understand concepts of angle and measure angles.*

- 4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

b. An angle that turns through one-degree angles is said to have an angle measure of  $n$  degrees.

## **GRADE FIVE**

### **5-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS**

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

### **GEOMETRY 5.G**

*Graph points on the coordinate plane to solve real-world and mathematical problems.*

- 5G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

## GRADE SIX

### THE NUMBER SYSTEM 6.NS

- 6.NS7. Understand ordering and absolute value of rational numbers.
  - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.

### RATIOS AND PROPORTIONAL RELATIONSHIPS 6.RP

*Understand ratio concepts and use ratio reasoning to solve problems.*

- 6.RP1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

### GEOMETRY 6.G

*Solve real-world and mathematical problems involving area, surface area, and volume.*

- 6.G1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.



# DEEP SEA MYSTERY™ ALIGNED TO COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS K-6

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## READING STANDARDS: FOUNDATIONAL SKILLS RF

### KINDERGARTEN

- RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.

### GRADE ONE

- RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## LANGUAGE STANDARDS L

### KINDERGARTEN

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

### GRADE ONE

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

### GRADE TWO

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

### GRADE THREE

- L4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

### GRADE FOUR

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

### GRADE FIVE

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### GRADE SIX

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

## READING STANDARDS FOR LITERATURE RL

### KINDERGARTEN

- RL7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### GRADE TWO

- RL7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### GRADE FOUR

- RL7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

## READING STANDARDS FOR INFORMATIONAL RI

### GRADE ONE

- RI5. 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.
- RI6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### GRADE TWO

- RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI5. 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.
- RI7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### GRADE THREE

- RI7. 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).

### GRADE FOUR

- RI7. 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.

### GRADE FIVE

- RI7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### GRADE SIX

- RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## WRITING STANDARDS W

### KINDERGARTEN

- W7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

## **GRADE ONE**

- W7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

## **GRADE TWO**

- W7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## **GRADE THREE**

- W7. Conduct short research projects that build knowledge about a topic.

## **GRADE FOUR**

- W7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

## **GRADE FIVE**

- W7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

## **SPEAKING AND LISTENING STANDARDS SL**

### **KINDERGARTEN**

- SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- SL2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL3. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL4. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **GRADE ONE**

- SL1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## GRADE TWO

- SL1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## GRADE THREE

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
- SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## GRADE FOUR

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## GRADE FIVE

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## GRADE SIX

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

## **LITERACY IN SCIENCE AND TECHNICAL SUBJECTS RST**

### **GRADE SIX**

- RST3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **READING IN SCIENCE AND TECHNICAL SUBJECTS (RST)**

- 6-8.R.ST Cite specific textual evidence to support analysis of science and technical texts.
- 6-8.R.ST.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- 6-8.R.ST.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.