

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.