PROJECT **READi**
Reading, Evidence, and Argumentation in Disciplinary Instruction

READI Learning Goals for Text-Based Science Inquiry

1. Engage in close reading of science information to construct domain knowledge, including multiple representations characteristic of the discipline and language learning strategies. Close reading encompasses metacomprehension and self-regulation of the process.

2. Synthesize science information from multiple text sources.

3. Construct explanations of science phenomena (explanatory models) using science principles, frameworks, enduring understandings, crosscutting concepts, and scientific evidence.

4. Justify explanations using science principles, frameworks and enduring understandings, cross-cutting concepts, and scientific evidence. (Includes evaluating the quality of the evidence.)

5. Critique explanations using science principles, frameworks and enduring understandings, cross-cutting concepts, and scientific evidence.

6. Demonstrate understanding of epistemology of science through inquiry dispositions and conceptual change awareness/orientation (intentionally building and refining key concepts through multiple encounters with text); seeing science as a means to solve problems and address authentic questions about scientific problems, tolerating ambiguity and seeking "best understandings given the evidence," considering significance, relevance, magnitude and feasibility of inquiry.