

Literacy in Science and Technical Subjects Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy Science and Technical Subjects	Anchor Standard:	Key Ideas and Details	Grade level:	6-8
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Sequence & Standard	Correlating ELA Standard
6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.	6. RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7. RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 8. RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
<p>I can read informational text (non-fiction) and identify central idea (main idea).</p> <p>I can find details to support the central idea.</p> <p>I can make a prediction based on supporting details.</p> <p>I can tell the difference between strong supporting details and weak supporting details.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Central idea ● Supporting details ● (Textual Evidence) ● Definition of inference 	<p>proficient readers apply meaning to informational texts.</p> <p>proficient readers make inferences and generalizations based on informational texts.</p> <p>proficient readers can identify appropriate details to support the analysis of text.</p>	<p>Use explicit and implicit information from a text to determine meaning.</p> <p>Analyze a text based on its explicit and implicit detail.</p> <p>Differentiate between textual evidence that strongly supports the meaning of a text and textual evidence that provides information about the subject.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Analysis</td> <td style="width: 50%;">Inference</td> </tr> <tr> <td>Central Idea</td> <td>Textual Evidence</td> </tr> <tr> <td>Recall</td> <td>Science and technical texts</td> </tr> </table>	Analysis	Inference	Central Idea	Textual Evidence	Recall	Science and technical texts
Analysis	Inference					
Central Idea	Textual Evidence					
Recall	Science and technical texts					
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?						
<p>Students need to be able to validate their assumptions based on textual evidence. Consumers need to be able to examine multiple types of textual evidence in order evaluate choices available in a variety of settings.</p>						

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Number Sequence & Standard	Correlating ELA Standard
6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p>6. RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>7. RI.2 Determine two or more central ideas in a text and analyze their development over the text and provide an objective summary.</p> <p>8. RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

Student Friendly Language:
<p>I can determine the main ideas and supporting ideas of a text and explain how they become more detailed from the beginning to the end of the text.</p> <p>I can identify the supporting ideas that help explain each main idea.</p> <p>I can write an objective (factual) summary of text, leaving my opinions out.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Central idea ● Summary ● Supporting ideas ● Facts vs. opinions ● Text 	<p>Text has central ideas and supporting details that develop throughout the text.</p> <p>A summary should contain the details that support the central idea.</p> <p>Text structures of scientific text differ from text structures of literature (novels, poems, plays, etc.)</p> <p>Reading strategies for scientific text may differ from reading strategies used on literature.</p>	<p>Determine two or more central ideas in the text.</p> <p>Determine the relationship between the main idea and supporting details.</p> <p>Analyze development of central idea.</p> <p>Summarize using facts not opinions.</p>

Key Vocabulary:

Determine
Central (main) Idea
Summary
Analyze
Objective
Supporting Idea
Fact
Opinion
Develop
Accurate

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Everything read in life (text, newspapers, Internet, etc) has a central idea supported by details, and in order to understand and communicate, the reader will need to determine the message the author is sending and be able to summarize it accurately and without bias in order to share with others. Readers will need to apply what they already know or have learned about a topic to new information presented (text, newspapers, internet, personal finance docs, ads, etc.).

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Number Sequence & Standard	Correlating ELA Standard
6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p>6. RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>7. RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)</p> <p>8. RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p>

Student Friendly Language:
<p>I can analyze how elements within text are related and affect each other.</p> <p>I can follow a multistep procedure when doing an experiment, taking measurements, or performing technical tasks.</p> <p>I can explain why the steps of experiments and technical tasks are in the order they appear.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Similarities ● Differences ● Connections ● Predictions ● Inferences 	<p>authors use comparisons, analogies, and categories to enhance or deepen meaning for their readers.</p> <p>authors present events and ideas in specific order to deepen meaning for readers.</p> <p>proficient researchers/readers carefully perform multi-step procedures using precise measurements while performing technical tasks.</p>	<p>Identify comparisons, multistep procedures, or categories in informational text.</p> <p>Analyze connections and distinctions within text.</p> <p>Find relationships and connections between/amongst categories (people, places, ideas, etc.).</p> <p>Make logical predictions between/amongst categories (people, places, ideas, etc.).</p> <p>Perform multi-step procedures using precise measurements.</p>

Key Vocabulary:

connections
compare
contrast
analyze
distinction
procedures
technical tasks

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

This standard will help you understand the world around you and make wise decisions or choices based on that knowledge of relationships between people, places, events, ideas, etc. An example would be...reading about a specific character or situation, understanding how it relates to you, and making an informed decision about your own life based on what you have learned from the text. The ability to recognize and analyze the similarities and differences among individuals, ideas, and steps in a process and how they can influence each other will help you make predictions about future steps in a process. An example would be the ability to follow directions in user’s manuals, assembly instructions, etc.

Literacy in Science and Technical Subjects Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Craft and Structure	Grade level:	6-8
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Number Sequence & Standard	Correlating ELA Standard
<p>6-8.RST.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..</p>	<p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>8 RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

Student Friendly Language:
<p>I can determine the meaning of words and phrase I find in texts using context clues.</p> <p>I can determine the meaning of language specific to the topic</p> <p>I can identify and use scientific or technical language related to the topic.</p> <p>I can analyze why the author chose the words he/she did.</p> <p>I can examine how the combination of words used in a text establishes the tone for that text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Context clues ● How to determine word meanings in context ● The impact of scientific or technical language in a text ● Literal meaning ● Technical meaning ● How to determine the difference between connotative and technical meanings. 	<p>Writers of science and technical texts make purposeful choices to achieve an intended effect within informational texts.</p> <p>Knowing scientific or technical definitions enhances a reader's understanding of the text.</p> <p>Author's word choice affects meaning and tone of text.</p> <p>Readers of science and technical texts actively seek the meaning of unknown words to deepen their understanding of informational texts.</p>	<p>Read and reread sentences, words, tables, diagrams, and graphs to identify context clues to help unlock the meaning of unknown words/phrases.</p> <p>Determine the appropriate definition of words that have more than one meaning.</p> <p>Identify and use technical or scientific language.</p> <p>Determine how an author uses words to convey meaning.</p> <p>Analyze how word choice affects tone.</p> <p>Compare technical meanings to connotative meanings.</p> <p>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.</p>

Key Vocabulary:

technical meaning
tone

literal meaning
context

analyze

Throughout life, students will read a variety of online and printed texts including newspapers, magazines, documents/manuals, maps/atlas, creative literary pieces, and textbooks. Critical reading is required for students to analyze the impact of word choice on an author's message.

Understanding the underlying meaning of words and phrases can reduce chances of miscommunication at home, on the job, or in personal/professional relationships.

Understanding the underlying meaning of words and phrases in a scientific or technical text can increase meaning and credibility of the topic.

Negative consequences can result if a reader does not understand words or misinterprets tone in forms of communication including social networking, work memos, emails, and public information.

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Number Sequence & Standard	Correlating ELA Standard
6-8.RST.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.	<p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>

Student Friendly Language:
<p>I can analyze the structure of a paragraph in an informational text.</p> <p>I can analyze the role of particular sentences in developing a key concept.</p> <p>I can analyze the role of particular sentences in refining a key concept.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● How to analyze paragraph structure: topic sentence, supporting evidence, details, and transitional words ● How to analyze Informational text ● How to analyze key concepts ● Informational text structures (cause & effect, problem/solution, sequence/chronological order, classification, definition, process, description, comparison, conflict/resolution). ● Text features(title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) ● Difference between text structure and text features ● Relationships between parts of text and whole text. 	<p>Sentences play different roles in a paragraph. A topic sentence introduces the main idea of a paragraph.</p> <p>Supporting evidence explains or adds clarity to the idea expressed in the topic sentence.</p> <p>Details add interest to the paragraph.</p> <p>Transitional words connect ideas between sentences and paragraphs.</p> <p>The structure of a paragraph influences the overall meaning of a text.</p> <p>Writers of scientific and engineering texts use organizational patterns and features to arrange the information so readers can deconstruct the text.</p> <p>Readers of informational text understand the structures and features of a text, and use them to make sense of what they read.</p>	<p>Identify paragraph structure (topic sentence, supporting evidence, details, and transitional words).</p> <p>Explain how sentences develop and refine a key concept in a paragraph.</p> <p>Analyze the structure of a paragraph in a text.</p> <p>Describe the relationship between text organization and development of ideas.</p> <p>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.</p>

Key Vocabulary:

analyze	structure	develop
key concept	paragraph	supporting evidence
transitional words	topic sentence	classification
details	sequence/chronological order	definition
process	description	comparison
cause/effect	conflict/resolution	problem/solution

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “**why do I have to learn this**”?

Analyzing and interpreting informational texts is important because it helps you understand technical passages including warranties, user manuals, and contracts. Understanding the structure in which the text is written can enhance the understanding of the material.

If you misinterpret or misunderstand key details, you may miss important steps or information that can impact you in a negative way. For example, if you misread the contract on your cell phone, you may incur more charges than you anticipate.

Literacy in Science and Technical Subject Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Craft and Structure	Grade level:	6-8
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Number Sequence & Standard	Correlating ELA Standard
6-8.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 7.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Student Friendly Language:
I can determine an author's purpose in a text. I can determine an author's point of view in a text. I can analyze the author's purpose in providing an explanation. I can analyze the author's purpose for describing a procedure. I can analyze the author's purpose in discussing an experiment in a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • How to recognize an author's point of view • How to recognize an author's purpose • How to analyze • Role and purpose of scientific or technical text • The perspective, viewpoint, focus, attitude, and bias of writers of scientific and technical text. 	<p>An author's point of view may be different than a reader's point of view.</p> <p>An author has a purpose for writing.</p> <p>Authors of scientific and technical texts distinguish their position, viewpoint, and attitude from that of others based on scientific evidence.</p> <p>Readers of scientific and technical texts analyze the text in order to identify the difference between the author's viewpoint, focus, attitude or position from that of others based on evidence.</p>	<p>Determine an author's point of view in a text.</p> <p>Determine the author's purpose by considering evidence from the text.</p> <p>Express and support your insights based on the viewpoints and evidence in the text.</p> <p>Explain the author's overall purpose for writing a text.</p> <p>Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias.</p> <p>Identify the author's position in a text.</p> <p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>

Key Vocabulary:

point of view	analyze	viewpoint	perspective
author's purpose	evidence	determine	acknowledges

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

When you can analyze an author's point of view or purpose, you can make informed decisions, form your own opinions, and avoid being misled by advertising, faulty propaganda, and peers. Consumers must be able to weigh the claims of advertisers as they make choices about they spend their money. Voters must be able to evaluate candidates' statements and how they relate to their own personal views. Scientists need to be able to recognize author bias and determine whether they support the viewpoint.

Literacy in Science and Technical Subjects Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	6-8
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Number Sequence & Standard	Correlating ELA Standard
6-8.RST.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).	<p>6.RI.7 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.</p> <p>7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>

Student Friendly Language:
<p>I can identify advantages and disadvantages of different mediums.</p> <p>I can determine the value of various mediums.</p> <p>I can determine how different mediums can be used to present a topic or idea.</p> <p>I can choose the most effective medium for a given topic.</p> <p>I can represent technical information in both written and visual forms.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Audience and occasion • Mediums that are available to you 	<p>Different mediums have advantages and disadvantages.</p> <p>Different mediums can be used to present a topic or idea in order to create a desired impact or point.</p>	<p>Interact with various text forms (print, digital text, video, multimedia, etc).</p> <p>Select the medium/s that best presents the topic or idea.</p> <p>Critique the use of various media.</p> <p>Integrate information from at least two sources.</p>

Key Vocabulary:

Evaluate
Mediums (e.g., print or digital text, video, multimedia)
qualitative data

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

As adults we spend a great amount of time convincing people about issues we care about and disseminating information, so it is vital to know how to apply various mediums to target/convince the audience we are addressing.

What if you wanted different food in the lunchroom? What kind of medium would you use to convince your principal or school board?

What if you were really passionate about a bill or presidential candidate? How would you convince people to agree with you?

Job Applications
Marketing
Want ads
Proper use of technology

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----------------	--	-------------------------	------------------------------------	---------------------	-----

Number Sequence & Standard	Correlating ELA Standard
6-8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 7.RI.8 Trace & evaluate argument & claims in text, assessing whether reasoning is sound & evidence relevant & sufficient. 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Student Friendly Language:
I can describe (delineate) and find value (evaluate) in the argument of the text. I can determine (assess) whether the reasoning is logical and true (sound). I can determine (assess) if the evidence is important (relevant) and adequate (sufficient). I can recognize when unrelated (irrelevant) evidence is presented. I can execute accurate research to distinguish fact from speculation in a text.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Main idea ● Supporting details ● Author's point of view ● Reader's point of view ● Fact vs. opinion ● Speculation ● Reasoned judgment based on research findings 	<p>sound reasoning is important to make a logical, focused argument.</p> <p>relevant evidence supports the main idea.</p> <p>sufficient evidence is necessary to explain a main idea.</p> <p>irrelevant evidence is a distraction from the main idea.</p> <p>speculation is making an inference based on evidence but is not in itself, fact.</p>	<p>Analyze the argument of the text.</p> <p>Evaluate relevant and irrelevant supporting details in text.</p> <p>Assess if the reasoning of the text is sound.</p> <p>Conduct research to compare/contrast critical information in a text.</p>

Key Vocabulary:

sound reasoning
assess

evidence
relevant

delineate
irrelevant

evaluate
sufficient

distinguish

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students need to be able to look at what is stated in a piece of writing, whether it is a business letter, a website, a textbook, or any other source of information, to determine the quality and value of what they are reading. Critically reading a text is necessary to determine if the information is true, valuable, and essential.

- How to decide which cell phone or computer to buy
- How to choose who you want on your fantasy football team
- Deciding if sports drinks or energy drinks are healthy or will enhance your performance in sports or hurt you
- Discerning what information on the Internet is valid, review several articles, websites, etc. from the Internet and facilitate students through a process of deciding whether or not the info is relevant and/or valid
- Help students determine the purpose of the text (paper or Internet) and the author's purpose-- is it a sales pitch or purely information from a neutral viewpoint

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Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	6-8
----------------	--	-------------------------	------------------------------------	---------------------	-----

Number Sequence & Standard	Correlating ELA Standard
6-8.RST.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.	<p>6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation.</p>

Student Friendly Language:
<p>I can analyze (study closely) multiple texts on the same topic.</p> <p>I can identify where sources may agree or disagree on facts or interpretations.</p> <p>I can gain further knowledge on a specific topic by comparing/contrasting textual information with other sources of information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Difference between fact and inference interpretation ● Point of view ● Informational text (science expository/technical texts) ● Compare/Contrast 	<p>texts can describe information in more than one way.</p> <p>texts can have differing points of view on the same information.</p> <p>external/internal factors can shape authors' points of view; therefore, texts may be biased.</p> <p>reading a variety of texts leads to a more informed understanding of information.</p> <p>proficient readers consult a variety of sources when investigating a topic or an event.</p>	<p>Identify differences within two or more texts.</p> <p>Find evidence supporting different interpretations of texts.</p> <p>Analyze probable reasons why authors' points of view differ.</p> <p>Analyze how the author distinguishes his or her position from that of others.</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>

Key Vocabulary:

analyze	fact	identify	
interpret	infer	point of view	compare and contrast
bias	conflict (external and internal)		
opinion			

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Literate individuals need to make informed decisions by reading purposefully. Literate individuals need to take into consideration that an author’s point of view may bias a text. As a result, multiple texts may need to be viewed before making informed decisions. After reading articles from several different sources and identifying differences therein, literate individuals may develop a more complete understanding of the information.