

Grade 6–8 Students:	Grade 9–10 Students:	Grade 11–12 Students:
<b>KEY IDEAS AND DETAILS</b>		
<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts.</li> <li>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</li> <li>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</li> <li>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</li> <li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> </ol>
<b>CRAFT AND STRUCTURE</b>		
<ol style="list-style-type: none"> <li>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 <i>grades 6–8 texts and topics</i>.</li> <li>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.</li> <li>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> </ol>	<ol style="list-style-type: none"> <li>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 <i>grades 9–10 texts and topics</i>.</li> <li>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</li> <li>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</li> </ol>	<ol style="list-style-type: none"> <li>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 <i>grades 11–12 texts and topics</i>.</li> <li>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> <li>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</li> </ol>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<ol style="list-style-type: none"> <li>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).</li> <li>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</li> </ol>	<ol style="list-style-type: none"> <li>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</li> </ol>	<ol style="list-style-type: none"> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</li> <li>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</li> </ol>

# Reading Standards for Literacy in Science and Technical Subjects 6–12

[RST]

Grade 6–8 Students:	Grade 9–10 Students:	Grade 11–12 Students:
<b>INTEGRATION OF KNOWLEDGE AND IDEAS (CONTINUED)</b>		
<b>9.</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<b>9.</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<b>9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>		
<b>10.</b> By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<b>10.</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<b>10.</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.