**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.**

**\*Multidimensionality\***

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE **to support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8.RST.1. Cite specific textual evidence to support analysis of science and technical texts.** | **9-10.RST.1. Cite specific textual evidence to support analysis of science and textual texts, attending to the precise details of explanations or descriptions.** | **11-12.RST.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * Find specific evidence in the text
* Cite evidence correctly
* Identify and cite evidence that supports your claim
* Identify and cite evidence that disputes your claim
 | * Continue 6-8 skills/concepts
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**Identify the ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * Cite
* Textual evidence
* Supports
* Disputes
 | * Continue 6-8 academic vocabulary
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**\*MULTIDIMENSIONALITY:** The standards consist of multiple dimensions or layers. The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline. By specifying the 3 dimensions separately, we can better communicate the intent of each standard so that **instruction and assessment is aligned to the intended depth**. In planning and instruction, teachers need to know when to utilize the interdependence of a text’s level of comprehension and analysis to develop the students’ skills and knowledge to become independent and proficient thinkers.

**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**\*Multidimensionality\***

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

**Determine** CENTRAL IDEAS of a text and **analyze in detail their development** *over the course of the text*, including **how they emerge and are shaped and refined by specific details**.

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RST. 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.** | **11-12. RST. 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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify the ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze how the author unfolds** AN ANALYSIS OR SERIES OF IDEAS OR EVENTS *over the course of a text*, including *the order in which the points are made*, **how they are introduced and developed** and **the connections that are drawn between them.**  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8. RST.3. Follow precisely a multistep****procedure when carrying out experiments, taking measurements, or performing technical tasks.** | **9-10. RST.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.** | **11-12. RST.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT*Determine the meaning of words and phrases* as they are used in a text, including **figurative, connotative** and *technical* **meanings; analyze the cumulative impact of specific** WORD CHOICES **on meaning and** TONE.  |
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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. 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 9–10 texts****and topics.** | **11-12. 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 11–12 texts****and topics.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze in detail how an author’s** IDEAS OR CLAIMS **are developed and refined by** *particular**sentences, paragraphs or larger portions of a text.*  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RST.5. Analyze the structure of the****relationships among concepts in a text,****including relationships among key terms****(e.g., force, friction, reaction force, energy).** | **11-12. RST.5. Analyze how the text****structures information or ideas into****categories or hierarchies, demonstrating****understanding of the information or ideas.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #6: Assess how point of view or purpose shapes the content and style of a text.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| *Determine an author’s* POINT OF VIEW, PERSPECTIVE *and* PURPOSE in a text, and **analyze how an author uses** RHETORIC **to advance that point of view or purpose**.  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8. RST.6. Analyze the author’s****purpose in providing an explanation,****describing a procedure, or discussing an****experiment in a text.** | **9-10. RST.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.** | **11-12. RST.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze various accounts of** A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, *determining which details are emphasized in each account*.  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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).** | **9-10. RST.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.** | **11-12. RST.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT**Evaluate the** ARGUMENT**, specific** CLAIMS **and** EVIDENCE **in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence;** *identify false statements and* FALLACIOUS REASONING.  |

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8. RST.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.** | **9-10. RST.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.** | **11-12. RST.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze** DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, **including how they address** *related* THEMES **and concepts**.  |

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RST.9. 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.** | **11-12. RST.9. 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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for Science and Technical Subjects**

**CCR Standard #10:** **Read and comprehend complex literary and informational texts independently and proficiently.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENTBy the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read**, *comprehend*, and **analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently.**  |

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8. RST.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.** | **9-10. RST. 10. By the end of grade 10,****read and comprehend science/technical****texts in the grades 9–10 text complexity****band independently and proficiently.** | **11-12. RST. 10. By the end of grade 12,****read and comprehend science/technical****texts in the grades 11-CCR text complexity band independently and proficiently.** |

