

Reading Standards for Literacy in Science and Technical Subjects

Grades 6-8

CCRS STANDARD	AASL Standard Crosswalk	Librarian Teaches	Librarian Collaborates	Lesson Notes/Tools
Key Ideas and Details				
1. Cite specific textual evidence to support analysis of science and technical texts.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.			
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.			

	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p>			
Craft and Structure				
<p>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>.</p>				
<p>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>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting</p>			

	information, and point of view or bias.			
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
Integration of Knowledge and Ideas				
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).	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.			
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

	<p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p>			
<p>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>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p>			
Range of Reading and Text Complexity				
<p>10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.</p>				

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8

Text Types and Purposes

<p>1. Write arguments focused on discipline-specific content.</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p>			
<p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p>	<p>2.1.2 Organize knowledge so that it is useful.</p> <p>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p>			
<p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world</p>			

	<p>situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p>			
<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
<p>d. Establish and maintain a formal style.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to</p>			

	<p>curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>			
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p>			

<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p>			
<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world</p>			

	<p>situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p>			
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
e. Establish and maintain a formal style and objective tone.	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to</p>			

	<p>curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>			
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>				
<p>3. N/A</p>				

Production and Distribution of Writing

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>			
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>			

<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>			
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Research to Build and Present Knowledge

<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>			
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<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>			
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>			
Range of Writing				
<p>10. Write routinely over extended time frames (time for reflection</p>				

and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.				
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