Reading for Science and Technical Subjects: Grades 11, 12

Adopted 2014

Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.3.5

Key Ideas and Details

A. 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. CC.3.5.11-12.A

B. 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. CC.3.5.11-12.B

C. 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. CC.3.5.11-12.C

Craft and Structure

D. 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. CC.3.5.11-12.D

E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CC.3.5.11-12.E

F. 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. CC.3.5.11-12.F

Integration of Knowledge and Ideas

G. 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. CC.3.5.11-12.G

H. 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. CC.3.5.11-12.H

I. 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. CC.3.5.11-12.I

Range and Level of Complex Texts

J. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently. CC.3.5.11-12.J