### Cluster: Key Ideas and Details

<table>
<thead>
<tr>
<th><strong>CCR Anchor Standard #1</strong></th>
<th>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RST.6-8.1</strong></td>
<td>Cite specific textual evidence to support analysis of science and technical text.</td>
</tr>
</tbody>
</table>

### Essential Skills and Knowledge

- **Demonstrate the behaviors of a strategic reader when reading a science or technical text.**
  - Select and apply appropriate before reading strategies to a text.
    - previewing the text.
    - setting a purpose for reading.
    - making predictions about the text.
    - drawing connections between prior knowledge or experience and the text.
  - Select and apply during reading strategies to monitor comprehension.
    - rereading.
    - paraphrasing.
    - summarizing.
    - connecting related ideas within the text.
    - verifying or modifying predictions.
    - visualizing.
    - connecting text ideas with prior knowledge or experience.
  - Demonstrate comprehension of a text with after reading strategies.
    - explaining the main ideas.
    - identifying what is directly stated in the text.
    - drawing inferences.
    - drawing conclusions.
    - verifying or adjusting predictions.
    - making new predictions.
    - paraphrasing and summarizing. (See MD SLM 6-8 4A2.b)
    - making connections between the text and oneself.

- Determine, select, and state the strongest piece(s) among multiple pieces of evidence that confirms the meaning of a science or technical text.

- Participate actively and appropriately in discussions about informational texts. (See CCSS SL.8.8 and SL.8.3)

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS L.8.1)
### Maryland Common Core State Curriculum Framework

**Reading Standards for Literacy in Science and Technical Subjects**

**Grades 6-8**

- **Use appropriate academic or domain-specific words when drawing inferences about science or technical text.** *(See CCSS L.8.6)*

<table>
<thead>
<tr>
<th>CCR Anchor Standard # 2</th>
<th>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RST.6-8.2</strong></td>
<td>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</td>
</tr>
</tbody>
</table>

**Essential Skills and Knowledge**

- Examine and determine significant pieces of information developed throughout a science or technical text that contributes to the central idea.
- Synthesize significant information developed through the text to formulate one or more central ideas. *(See CCSS SL.8.4)*
- Paraphrase or compose a summary that includes the central idea and explain its development throughout the text.
- Use a variety of transition words to convey relationships between and among ideas. *(See CCSS W.8.2c)*

<table>
<thead>
<tr>
<th>CCR Anchor Standard # 3</th>
<th>Analyze how and why individuals, events, and ideas develop and interact over the course of text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RST.6-8.3</strong></td>
<td>Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.</td>
</tr>
</tbody>
</table>

**Essential Skills and Knowledge**

- **Preview text.**
  - Review title for key words from a science or technical procedure to support the purpose.
  - Skim text for unfamiliar words and name of tools, materials or necessary equipment
  - Determine the general organizational pattern (e.g., transition words and phrases indicating chronological, order sequence, description).
  - Identify text features, headings, and graphic/features.

- **Read and demonstrate comprehension by:**
  - identifying what is directly stated in the text
  - making connections between the text and prior science/technical procedural experiences
  - **Reread text, and demonstrate comprehension of text by:**
    - visualizing the procedure
    - paraphrasing and summarizing *(See MD SLM 6-8 4A2.b)*

- **Implement the procedure (i.e., order of events, tools to use, and safety precautions).**

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**Cluster: Craft and Structure**

<table>
<thead>
<tr>
<th>CCR Anchor Standard # 4</th>
<th>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</th>
</tr>
</thead>
</table>

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MSDE Content Literacy 6-8 Science and Technical Subjects 6/2012
RST.6-8.4 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 grade 6-8 texts and topics.

<table>
<thead>
<tr>
<th>Essential Skills and Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use grade-level appropriate academic or domain-specific words and phrases to show comprehension about a science or technical text. (See CCSS L.8.6)</td>
</tr>
<tr>
<td>• Use evidence from a science or technical text to determine the meaning of a symbol, word, phrase, or other discipline specific vocabulary.</td>
</tr>
<tr>
<td>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., ecosystem, photosynthesis, asexual). (CCSS L.8.4b)</td>
</tr>
<tr>
<td>• Examine word choice, relationships between words, and references to other texts as an aid to comprehension.</td>
</tr>
<tr>
<td>• Use and consult reference materials to clarify meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</td>
</tr>
<tr>
<td>• Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expressions.</td>
</tr>
</tbody>
</table>

CCR Anchor 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.

RST.6-8.5. 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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Identify and analyze the text structure used to organize science or technical text (e.g., sequentially/chronologically, main ideas and supporting details, cause and effect, compare and contrast, problem and solution).</td>
</tr>
<tr>
<td>• Apply an understanding of text features in a science or technical text (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate an understanding of the text.</td>
</tr>
<tr>
<td>• Determine the author’s purpose for the identified text.</td>
</tr>
<tr>
<td>• Determine the relationship among certain major sections within the text as a whole.</td>
</tr>
<tr>
<td>• Draw conclusions about how the relationship among the major sections adds to the growth of an idea within the whole text.</td>
</tr>
<tr>
<td>• Evaluate the effectiveness of the structure in presenting the information.</td>
</tr>
</tbody>
</table>
### Anchor Standard #6
Assess how point of view or purpose shapes the content and style of a text.

| RST.6-8.6. | Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. |

#### Essential Skills and Knowledge

- Evaluate how structure (format, text features) and key ideas are used to support the author’s purpose.
- Analyze the relationships between and among ideas throughout the text.
- Synthesize relevant evidence to identify the author's purpose:
  - providing an explanation
  - describing a procedure
  - discussing an experiment

### Cluster: Integration of Knowledge and Ideas

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

| RST.6-8.7. | 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). |

#### Essential Skills and Knowledge

- Identify the key ideas and details in a science or technical text expressed in words with similar information expressed visually.
- Compare and contrast quantitative information expressed in words with similar information expressed visually.
- Organize the information from the different formats to develop a logical understanding of a topic or an issue.
- Synthesize information to represent a logical understanding of a topic or issue.

**CCR Anchor 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.

| RST.6-8.8 | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |

#### Essential Skills and Knowledge
## Maryland Common Core State Curriculum Framework

### Reading Standards for Literacy in Science and Technical Subjects

#### Grades 6-8

- Use knowledge of words, phrases, and clauses to clarify the relationship among claims and supporting evidence.
- Use evidence from other informational texts to support analysis.
- Assess the validity and accuracy of evidence. (See CCSS W.8.8)
- Identify unsupported claims (speculation) versus supported claims (reasoned judgment) in the text.

**CCR Anchor 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.

**RST.6-8.9** Compare and contrast science and technical information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

### Essential Skills and Knowledge

- Identify the main points and supporting evidence gained from experiments, simulations, videos, or multimedia sources on the same topic.
- Compare and contrast quantitative and technical information expressed in words in a text with similar information expressed visually (experiment, simulations, video, or multimedia).
- Organize and synthesize the information presented in the formats to develop a logical understanding of a topic or an issue.

**Cluster: Range of Reading and Level of Text Complexity**

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

**RST.6-8.10** By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

### Essential Skills and Knowledge

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate science and technical texts while self-monitoring for comprehension.
- Comprehend science and technical text of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

- See MD SLM.6-8. 6.0.