GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS			
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM**	**IFC STANDARD**
Analyzing Evidence Main Idea/ Central Message Opinion Summarizing	**Key Ideas and Details** RST.6.1. Cite specific textual evidence to support analysis of science and technical texts. RST.6.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** ◦ Relates new information to prior knowledge ◦ Makes inferences based on explicit information in text ◦ **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** ◦ Determines what information is needed to support the investigation and answer the questions. ◦ Summarizes information that answers research question	#1 #1 #1 #1 #1
Analyzing Author's Perspective Domain Specific Vocabulary Organization Purpose	**Craft and Structure** RST.6.4. 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. RST.6.5. 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. RST.6.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** ◦ Differentiates between important and unimportant details ◦ **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]**	#1 #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Comparing Contrasting Facts Graphics Multimedia Visual Information	**Integration of Knowledge and Ideas** RST.6.7. 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). RST.6.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	**Integration of Knowledge and Ideas** • Evaluates electronic and print information to determine whether it is inaccurate or misleading ..... #1 • **Uses both primary and secondary sources [Assessment available 6.2]** ..... #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** ..... #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.6.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Identifies and pursues personal interests by reading widely in diverse formats and media ..... #2 • Reads independently ..... #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Main Idea/ Central Message Summarizing	**Key Ideas and Details** RST.7.1. Cite specific textual evidence to support analysis of science and technical texts. RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.7.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** ◦ Determines what resources will most likely offer quality information..... #1 ◦ Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. ..... #1 ◦ **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**..... #1 ◦ Questions the differences between sources and seeks additional sources to resolve..... #1 ◦ Forms opinions and judgments backed up by supporting evidence..... #1
Analyzing Author's Perspective Domain Specific Vocabulary Organization Purpose	**Craft and Structure** RST.7.4. 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. RST.7.5. 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. RST.7.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** ◦ Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights..... #2 ◦ **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]**..... #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Comparing Contrasting Facts Graphics Illustrations Multimedia Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.7.7. 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). RST.7.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.7.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**Integration of Knowledge and Ideas** ◦ **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]** ..... #1 ◦ **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]** ..... #1 ◦ **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** ..... #1 ◦ Questions the differences between sources and seeks additional sources to resolve ..... #1 ◦ Forms opinions and judgments backed up by supporting evidence..... #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.7.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Independently locates and selects information for personal, hobby, or vocational interests ..... #2 ◦ Reads independently ..... #2 ◦ Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level..... #2

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Main Idea/ Central Message Opinion Summarizing	**Key Ideas and Details** RST.8.1. Cite specific textual evidence to support analysis of science and technical texts. RST.8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** ◦ Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. ..... #1 ◦ **Draws conclusions based on explicit and implied information [Assessment available 8.6]** ..... #1
Analyzing Author's Perspective Organization Purpose	**Craft and Structure** RST.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 grades 6–8 texts and topics. RST.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. RST.8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** ◦ **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** ..... #1 ◦ **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** ..... #1 ◦ Analyzes disparate points of view discovered in different sources..... #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Comparing Contrasting Facts Graphics Multimedia Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.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). RST.8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**Integration of Knowledge and Ideas** • **Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information [Assessment available 8.3]** ..... #1 ◦ Seeks balanced view by using diverse sources to access appropriate material. ... #1 ◦ Selects information based on authority and point of view. ..... #1 • Compares online resources to seek global perspective. ..... #1 ◦ Identifies misconceptions and revises ideas as new information is gained. ..... #1 • Analyzes disparate points of view discovered in different sources.. ..... #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.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.	**Range of Reading and Level of Text Complexity** ◦ Creates and shares reading experiences and responds in a variety of ways and formats. ..... #1 ◦ Reads independently. ..... #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Key Details Main Idea/ Central Message Summarizing Supporting Details	**Key Ideas and Details** RST.9.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9.2. 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. RST.9.3. 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.	**Key Ideas and Details** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1].** ..... #1 • Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry..... #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2].** ..... #1
Analyzing Author's Perspective Domain Specific Vocabulary Key Details Patterns Relationships	**Craft and Structure** RST.9.4. 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. RST.9.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (*e.g.,force, friction, reaction force, energy).* RST.9.6. 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..	**Craft and Structure** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** ..... #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2.].** ... #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general pattern discovered [Assessment available 9.4].** ..... #1 • Focuses the purpose of the research by formulating questions to be answered. . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Claims Comparing Conflicting Evidence Contrasting Evaluating Graphics Problem/ Solution Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.9.7. 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. RST.9.8. 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. RST.9.9. 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.	**Integration of Knowledge and Ideas** ◦ Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important..... #1 ◦ Uses print and nonprint resources for information and personal needs; actively seeks answers to questions..... #2 ◦ Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively..... #1 ◦ Adjusts search strategies by comparing information gathered with the problem or question..... #1 ◦ **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]**..... #1 ◦ **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]**..... #1 ◦ Understands and builds on the ideas of others..... #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.9.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** ◦ Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum..... #2 ◦ Reads a variety of fiction and nonfiction materials in various formats..... #2 ◦ Uses print and nonprint resources for information and personal needs; actively seeks answers to questions..... #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Key Details Main Idea/ Central Message Summarizing Supporting Details	**Key Ideas and Details** RST.10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.10.2. 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. RST.10.3. 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.	**Key Ideas and Details** ◦ Recognizes statements that can be verified. ..... #1 ◦ **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** ..... #1 • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) ..... #1
Analyzing Author's Perspective Domain Specific Vocabulary Key Details Patterns Relationships	**Craft and Structure** RST.10.4. 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. RST.10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (*e.g.,force, friction, reaction force, energy*). RST.10.6. 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.	**Craft and Structure** ◦ Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) ..... #1 ◦ Recognizes statements that can be verified. ..... #1 ◦ Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns ..... #1 ◦ **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** ..... #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Comparing Conflicting Evidence Contrasting Evaluating Graphics Problem/ Solution Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.10.7. 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. RST.10.8. 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. RST.10.9. 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	**Integration of Knowledge and Ideas** • Recognizes statements that can be verified. ..... #1 • Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness ..... #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas ..... #1 • Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns ..... #1 • Considers alternative perspectives and evaluates differing points-of-view ..... #3 • Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest ..... #3
Complex Text	**Range of Reading and Level of Text Complexity** RST.10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking ..... #2

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Main Idea/Central Message Reasoning Summarizing	**Key Ideas and Details** RST.11.1 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. RST.11.2. 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. RST.11.3. 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.	**Key Ideas and Details** ◦ Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided ..... #1 ◦ Evaluates the authority of a source by assessing the credentials of the author, creator and publisher. ..... #1 ◦ Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) ..... #1 ◦ **Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1]** ..... #1 ◦ **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2].** . #1 ◦ Identifies and addresses previously held misconceptions ..... #1 ◦ Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics ..... #3 ◦ Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic ..... #1
Author's Perspective Categorization Explanatory text Domain Specific Vocabulary Text Features	**Craft and Structure** RST.11.4. 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. RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11.6. 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.	**Craft and Structure** ◦ Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided ..... #1 ◦ Categorizes information; adds new categories as necessary; explores connections among categories ..... #1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Conflicting Evidence Evaluating Graphics Multimedia Problem/Solution	**Integration of Knowledge and Ideas** RST.11.7. 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. RST.11.8. 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. RST.11.9. 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.	**Integration of Knowledge and Ideas** ◦ Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided ..... #1 ◦ Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) ..... #1 ◦ **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2].** . #1 ◦ Analyzes different points of view and determines best supported point of view by sorting and sifting evidence ..... #1 ◦ Identifies and addresses previously held misconceptions ..... #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. ..... #1
Complex text Informational Texts	**Range of Reading and Level of Text Complexity** RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** ◦ Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career ..... #2

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD**
Analyzing Evidence Main Idea/Central Message Reasoning Summarizing	**Key Ideas and Details** RST.12.1 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. RST.12.2. 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. RST.12.3. 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.	**Key Ideas and Details** ◦ Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. ..... #1 ◦ **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**..... #1 ◦ Independently recognizes gaps in information (based on the complexity of the problem or question)..... #1 ◦ Extends search beyond readily available sources to ensure accuracy and comprehensiveness. ..... #1 ◦ Maintains an open attitude about new areas of the subject that were previously unknown or overlooked..... #1 ◦ **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]**. ..... #1 ◦ Changes own ideas based on the ideas of others. ..... #1 ◦ **Develops own point of view and supports with evidence [Assessment available 12.4]**..... #1 ◦ Understands text on both a literal and abstract level. ..... #2
Analyzing Categorization Domain Specific Vocabulary Purpose Text Features	**Craft and Structure** RST.12.4. 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. RST.12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.12.6. 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.	**Craft and Structure** ◦ Independently recognizes gaps in information (based on the complexity of the problem or question)..... #1 ◦ Maintains an open attitude about new areas of the subject that were previously unknown or overlooked ..... #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM ..... IFC STANDARD
Conflicting Evidence Diverse Viewpoints Evaluating Problem/Solution Reasoning	**Integration of Knowledge and Ideas** RST.12.7. 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. RST.12.8. 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. RST.12.9. 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.	**Integration of Knowledge and Ideas** ◦ Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. #1 ◦ Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. ..... #1 ◦ **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** ..... #1 ◦ Independently recognizes gaps in information (based on the complexity of the problem or question) ..... #1 ◦ Extends search beyond readily available sources to ensure accuracy and comprehensiveness. ..... #1 ◦ Maintains an open attitude about new areas of the subject that were previously unknown or overlooked ..... #1 ◦ **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]** ..... #1 ◦ Changes own ideas based on the ideas of others. ..... #1 ◦ **Develops own point of view and supports with evidence [Assessment available 12.4]** ..... #1 ◦ Understands text on both a literal and abstract level. ..... #1
Complex Text Informational Texts	**Range of Reading and Level of Text Complexity** RST.12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity**