

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 1: 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.</p>	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.			
<p>Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	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.			
<p>Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	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.			
CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>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.</p>	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 11-12 texts and topics</i> .			
<p>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.</p>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.			

College & Career Ready Standards	GRADES 11 & 12 Reading in SCIENCE: Content Map Quarter 1 2 3 4 Teacher: _____	Content <i>(Specific text, chapter, lesson, etc.)</i>		
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Standard 6: Assess how point of view or purpose shapes the content and style of a text.	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.			
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INTEGRATION OF KNOWLEDGE & IDEAS	Weeks 1-3	Weeks 4-6	Weeks 7-9
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Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	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.			
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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.	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.			
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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.	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.			
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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	Weeks 1-3	Weeks 4-6	Weeks 7-9
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Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.			
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