

<b>RST.1</b>	<p align="center"><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 1</b></p> <p><b>Anchor Standard:</b> 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>	=
<b>RST.1.11-12</b> Grade 11-12 students	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.	+
<b>RST.1.9-10</b> Grade 9-10 students	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	+
<b>RST.1.6-8</b> Grade 8 students	Cite specific textual evidence to support analysis of science and technical texts.	+



<b>RST.2</b>	<p align="center"><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 2</b></p> <p><b>Anchor Standard:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	=
<b>RST.2.11-12</b> Grade 11-12 students	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.	+
<b>RST.2.9-10</b> Grade 9-10 students	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.	+
<b>RST.2.6-8</b> Grade 8 students	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	+



<b>RST.3</b>	<p><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 3</b></p> <p><b>Anchor Standard:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	=
<p><b>RST.3.11-12</b> Grade 11-12 students</p>	<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.</p>	+
<p><b>RST.3.9-10</b> Grade 9-10 students</p>	<p>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.</p>	+
<p><b>RST.3.6-8</b> Grade 8 students</p>	<p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	+



<b>RST.4</b>	<p align="center"><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 4</b></p> <p><b>Anchor Standard:</b> 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>	=
<b>RST.4.11-12</b> Grade 11-12 students	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> .	+
<b>RST.4.9-10</b> Grade 9-10 students	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 9–10 texts and topics</i> .	+
<b>RST.4.6-8</b> Grade 8 students	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> .	+



<b>RST.5</b>	<p><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 5</b></p> <p><b>Anchor Standard:</b> 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>	=
<b>RST.5.11-12</b> Grade 11-12 students	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	+
<b>RST.5.9-10</b> Grade 9-10 students	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i> ).	+
<b>RST.5.6-8</b> Grade 8 students	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.	+



<b>RST.6</b>	<p align="center"><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 6</b></p> <p align="center"><b>Anchor Standard:</b> Assess how point of view or purpose shapes the content and style of a text.</p>	=
<b>RST.6.11-12</b> Grade 11-12 students	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.	+
<b>RST.6.9-10</b> Grade 9-10 students	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.	+
<b>RST.6.6-8</b> Grade 8 students	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	+



<b>RST.7</b>	<p align="center"><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 7</b></p> <p align="center"><b>Anchor Standard:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1*</sup></p>	=
<b>RST.7.11-12</b> Grade 11-12 students	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.	+
<b>RST.7.9-10</b> Grade 9-10 students	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.	+
<b>RST.7.6-8</b> Grade 8 students	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).	+



\* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<b>RST.8</b>	<p><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 8</b></p> <p><b>Anchor Standard:</b> 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.</p>	=
<b>RST.8.11-12</b> Grade 11-12 students	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.	+
<b>RST.8.9-10</b> Grade 9-10 students	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.	+
<b>RST.8.6-8</b> Grade 8 students	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	+





<b>RST.9</b>	<p><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 9</b></p> <p><b>Anchor Standard:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	=
<b>RST.9.11-12</b> Grade 11-12 students	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.	+
<b>RST.9.9-10</b> Grade 9-10 students	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.	+
<b>RST.9.6-8</b> Grade 8 students	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	+



<b>RST.10</b>	<p><b>Reading Standards for Literacy in Science and Technical Subjects (RST): Standard 10</b></p> <p><b>Anchor Standard:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	=
<p><b>RST.10.11-12</b> Grade 11-12 students</p>	<p>By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	+
<p><b>RST.10.9-10</b> Grade 9-10 students</p>	<p>By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	+
<p><b>RST.10.6-8</b> Grade 8 students</p>	<p>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	+

