Common Core: Reading Standards for Literacy in Science and Technical Subjects - Grades 6-12

TITLE: **The Google Docs Specialist**

ISBN: 978-1-626890-66-4

#	Standatds (Grades 6-8)	Standards (Grades 9-10)	Standards (Grades 11-12)	Text Correlation	Correlation Narrative
Key Ideas and Details					
1	*Cite specific textual evidence to support analysis of science and technical texts.*	*Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.*	*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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	Completion of each project requires that the student reads and understands the text, and connects the overview to the terms and tools required and follows instructions to a successful end-product.
2	*Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.*	*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.*	*Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	Each project is dedicated to a specific new set of skills, while making a connection to previous material, increasing complexity of end-product expectations. The student will demonstrate comprehension of the new skill from the unit text.
3	*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.*	*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.*	*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	For each project, the student is required to follow a specific set of technical instructions to be performed; then verify that the end-product meets the expectations of the written instructions.

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Craft and Structure					
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.*	*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.*	*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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	While completing each project, the student will reinforce a skill set from text, icons and software specific vocabulary relevant to grades 6-12 texts and topics.
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.*	*Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force)*	*Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	For each project, the student will read software specific text in its appropriate context; draw connections, for example, of the vocabulary to the instructions; understand how the text structure (overview, terms and tools and instructions) operate together.
6	*Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.*	*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.*	*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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	For each project, the student will "think" like the author: What is the text trying to get the student to do? Based on the overview, the new terms and tools introduced, and the step-by-step instructions, the student's end-product will reflect the reading.

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Integration of Knowledge and Ideas					
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).*	*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.*	*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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	For each project, the student will read the text and organize the information into a visual presentation of the expected end-product.
8	*Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.*	*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.*	*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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	Usually, with computer application technology, the end-product can be reached several ways. For each project, the student, through reading and inquiry, will analyze and evaluate the process to be followed to achieve the appropriate end-product as required. Because of the regular updates and changes to this web-based application, students are required to stay current with the technology.

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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.*	*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.*	*Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings 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 support or contradict previous explanations or accounts.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	N/A, or… For each project, the student will compare steps provided in the text to Help menu or experimentation to reach same end-product. .

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Range of Reading and Level of Text Complexity					
10	*By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.*	*By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band 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.*	Docs: Projects 1.1 - 1.15; Sheets: Projects 2.1 - 2.9; Slides: Projects 3.1 - 3.6; Forms: Projects 4.1 - 4.3; Drawings: Projects 5.1 - 5.4	For each project, the student will read, comprehend and apply technical writing and graphical illustrations appropriate to grades 6-12 independently and proficiently.