

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band K-2 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|-----------|---|--------|---|-----|
| SC2.1 | | INQUIRY AND NATURE OF SCIENCE | | | |
| | | Abilities to do Scientific Inquiry | | | |
| | SC2.1.1.a | Ask questions that relate to a science topic | R.2.1 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. | M |
| | | | SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | M |
| | SC2.1.1.b | Conduct simple investigations | | | |
| | SC2.1.1.c | Select and use simple tools appropriately | | | |
| | SC2.1.1.d | Describe objects, organisms, or events using pictures, words, and numbers | R.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | S |
| | | | W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | S |
| | | | W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | S |
| | | | SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | S |
| | SC2.1.1.e | Collect and record observations | R.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | S |
| | | | W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | M |

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|-------|-----------|---|--------|---|-----|
| | SC2.1.1.f | Use drawings and words to describe and share observations with others | R.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | S |
| | | | R.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | S |
| | | | W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | M |
| | | | W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | S |
| | | | W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | S |
| | | | SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | S |
| | | | SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | S |
| | | | SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | S |
| | SC2.1.1.g | Use appropriate mathematics in all aspects of scientific inquiry | | | |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 3-5 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|-----------|---|--------|---|-----|
| SC5.1 | | INQUIRY AND NATURE OF SCIENCE | | | |
| | | Abilities to do Scientific Inquiry | | | |
| | SC5.1.1a | Ask testable scientific questions | SL.5.1 | c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | S |
| | SC5.1.1.b | Plan and conduct investigations and identify factors that have the potential to impact an investigation | R.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | S |
| | | | W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | M |
| | SC5.1.1.c | Select and use equipment correctly and accurately | | | |
| | SC5.1.1.d | Make relevant observations and measurements | | | |
| | SC5.1.1.e | Collect and organize data | W.5.2 | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | S |
| | | | W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | S |
| | SC5.1.1.f | Develop a reasonable explanation based on collected data | R.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | S |
| | | | R.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | S |
| | | | W.5.2 | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | M |
| | | | | e. Provide a concluding statement or section related to the information or explanation presented. | M |
| | | | W.5.9 | b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | S |
| | | | SL.5.1 | d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | S |
| | | | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | S |

SCIENCE CROSSWALK
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Grade Band 3-5 Indicators and DOK

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| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|--------|-----------|--|---|--|-----|
| | SC5.1.1.g | Share information, procedures, and results with peers and/or adults | R.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | M |
| W.5.4 | | | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | M | |
| W.5.6 | | | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; (NOTE: Last phrase of writing standard intentionally deleted.) | S | |
| SL.5.4 | | | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | M | |
| | SC5.1.1.h | Provide feedback on scientific investigations | R.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | S |
| W.5.9 | | | b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | S | |
| SL.5.1 | | | c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | M | |
| SL.5.3 | | | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | S | |
| | SC5.1.1.i | Use appropriate mathematics in all aspects of scientific inquiry | | | |
| | | Nature of Science | | | |
| | SC5.1.2.a | Recognize that scientific explanations are based on evidence and scientific knowledge | R.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | M |
| | SC5.1.2.b | Recognize that new discoveries are always being made which impact scientific knowledge | | | |
| | SC5.1.2.c | Recognize many different people study science | | | |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 6-8 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|-----------|---|--------|---|--------|
| SC8.1 | | INQUIRY AND NATURE OF SCIENCE | | | |
| | | Abilities to do Scientific Inquiry | | | |
| | SC8.1.1.a | Formulate testable questions that lead to predictions and scientific investigations | W.8.2 | a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | S |
| | SC8.1.1.b | Design and conduct logical and sequential investigations including repeated trials | R.8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | M |
| | | | W.8.2 | b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | S |
| | | | W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | M |
| | SC8.1.1.c | Determine controls and use dependent (responding) and independent (manipulated) variables | R.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 <i>grades 6–8 texts and topics</i> . | S |
| | SC8.1.1.d | Select and use equipment appropriate to the investigation, demonstrate correct techniques | R.8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | S |
| | SC8.1.1.e | Make qualitative and quantitative observations | R.8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | S |
| | SC8.1.1.f | Record and represent data appropriately and review for quality, accuracy, and relevancy | R.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). | M |
| | | | W.8.2 | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | S |
| | | | W.8.8 | e. Establish and maintain a formal style and objective tone. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | S S |

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Grade Band 6-8 Indicators and DOK

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|--------------|------------------|--|---|--|--------------------------------------|
| | SC8.1.1.g | Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information | R.8.8 R.8.9 W.8.1 W.8.2 W.8.9 | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Draw evidence from informational texts to support analysis, reflection, and research. | M S M M S |
| | SC8.1.1.h | Share information, procedures, results, and conclusions with appropriate audiences | W.8.1 W.8.2 W.8.4 SL.8.4 SL.8.5 SL.8.6 | c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | S M M M M M M M |

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|-------|-----------|---|--------|--|-----|
| | | | R.8.6 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | M |
| | | | R.8.8 | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | M |
| | | | W.8.1 | a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | M |
| | | | | b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | M |
| | | | | c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | M |
| | | | | d. Establish and maintain a formal style. | M |
| | | | | e. Provide a concluding statement or section that follows from and supports the argument presented. | M |
| | | | W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | S |
| | | | W.8.9 | Draw evidence from informational texts to support analysis, reflection, and research. | M |
| | | | SL.8.1 | a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | M |
| | | | | b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | S |
| | | | | c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | M |
| | | | | d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | M |
| | | | SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | M |
| | | | SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | M |
| | SC8.1.1.i | Analyze and provide appropriate critique of scientific investigations | | | |

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|-------|-----------|--|----------------|--|--------|
| | SC8.1.1.j | Use appropriate mathematics in all aspects of scientific inquiry | R.8.3 R.8.4 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 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> . | S S |
| | | Nature of Science | | | |
| | SC8.1.2.a | Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations | | | |
| | SC8.1.2.b | Describe how scientific discoveries influence and change society | R.8.1 | Cite specific textual evidence to support analysis of science and technical texts. | S |
| | | | R.8.6 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | S |
| | | | W.8.1 | b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | M |
| | | | SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | S |
| | SC8.1.2.c | Recognize scientists from various cultures have made many contributions to explain the natural world | | | |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 9-12 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|--------|------------|---|--------|--|-----|
| SC12.1 | | INQUIRY AND NATURE OF SCIENCE | | | |
| | | Abilities to do Scientific Inquiry | | | |
| | SC12.1.1.a | Formulate a testable hypothesis, supported by prior knowledge, to guide an investigation | R.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. | S |
| | | | W.10.2 | b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | M |
| | SC12.1.1.b | Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations | R.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. | M |
| | | | W.10.2 | b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | S |
| | | | W.10.7 | Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | M |
| | SC12.1.1.c | Identify and manage variables and constraints | R.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 <i>grades 9-10 texts and topics</i> . | S |
| | | | W.10.2 | a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; (NOTE: Last phrase of writing standard intentionally deleted.) | S |
| | SC12.1.1.d | Select and use lab equipment and technology appropriately and accurately | R.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. | S |
| | SC12.1.1.e | Use tools and technology to make detailed qualitative and quantitative observations | R.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. | S |

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Grade Band 9-12 Indicators and DOK

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|--------------|------------------|--|---------------|---|------------|
| | SC12.1.1.f | Represent and review data collected in a systematic, accurate, and objective manner | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | | | W.10.2 | d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | S |
| | SC12.1.1.g | Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | M |
| | | | R.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. | S |
| | | | R.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. | M |
| | | | R.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. | M |
| | | | R.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. | S |
| | | | W.10.2 | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | S |
| | | | W.10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | S |

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|-------|------------|---|--------|---|-----|
| | SC12.1.1.h | Use results to verify or refute a hypothesis | R.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. | M |
| | | | W.10.2 | b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | S |
| | | | | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | M |
| | | | W.10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | S |
| | | | W.10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | S |
| | SC12.1.1.i | Propose and/or evaluate possible revisions and alternative explanations | R.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. | M |
| | | | R.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. | M |
| | | | W.10.1 | a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. | M |
| | | | | b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. | M |
| | | | | c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | M |
| | | | | d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | M |
| | | | | e. Provide a concluding statement or section that follows from or supports the argument presented. | M |

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|-------|------------|--|--------|--|-----|
| | | | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | SC12.1.1.j | Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers) | W.10.1 | <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> | M |
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| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|-----------------------|---|---------|---|-----|
| | | | W.10.2 | a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | M |
| | | | | b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | M |
| | | | | c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. | M |
| | | | | d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. | M |
| | | | | e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | M |
| | | | | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | M |
| | | | W.10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | M |
| | | | W.10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | S |
| | | | SL.10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | M |
| | | | SL.10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | M |
| | | | SL.10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | M |
| | SC12.1.1.j (Con't) | Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers) (Con't) | | | |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 9-12 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|--------------|------------------|---|---------------|---|-----------------------|
| | | | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | | | R.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. | M |
| | | | R.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. | S |
| | SC12.1.1.k | Evaluate scientific investigations and offer revisions and new ideas as appropriate | W.10.1 | a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. | M M M M M |
| | | | W.10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | M |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 9-12 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|-----------------------|--|---------|--|------------------------------|
| | SC12.1.1.k (Con't) | Evaluate scientific investigations and offer revisions and new ideas as appropriate (Con't) | SL.10.1 | <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | M S M M |
| | | | SL.10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | M |
| | | | SL.10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | M |
| | SC12.1.1.1 | Use appropriate mathematics in all aspects of scientific inquiry | R.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. | S |
| | | | R.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. | S |

SCIENCE CROSSWALK
[With Reading (R) / Writing (W) / Speaking and Listening (SL)]

Grade Band 9-12 Indicators and DOK

M=Match / S=Support

| Comp. | Cur. Ind. | Science Curricular Indicators (Cur. Ind.) | X-Walk | Common Core Indicators | M/S |
|-------|------------|--|---------|---|-----|
| | | Nature of Science | | | |
| | SC12.1.2.a | Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge | R.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. | S |
| | | | SL.10.1 | d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | S |
| | | | SL.10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | S |
| | SC12.1.2.b | Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | S |
| | | | R.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. | S |
| | | | R.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. | S |
| | | | W.10.1 | b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. | M |
| | SC12.1.2.c | Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world | | | |
| | SC12.1.2.d | Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted | R.10.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | S |
| | | | R.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. | S |
| | | | W.10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | S |
| | | | W.10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | S |