



Introduction to the New York State Next Generation Grades 6-12 Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects

In 2015, New York State (NYS) began a process of review and revision of its current English Language Arts Learning Standards adopted in January 2011. Through numerous phases of public comment and virtual and face-to-face meetings with committees consisting of NYS educators, special education and English as a New Language teachers, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research, the New York State Next Generation English Language Arts Learning Standards (Revised 2017) and New York State Next Generation Grades 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects (Revised 2017) were developed. These revised standards reflect the collaborative efforts and expertise of all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) and Grades 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time because of instruction and experience.

The Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects address goals for instruction in reading and writing **embedded in the content area instruction**. They represent the literacy skills and values that students will need in order to succeed in social studies, science, and other technical subjects. Because every content area has discipline-specific literacy demands, these skills should be developed across the curriculum to ensure that students become effective communicators in each of their academic disciplines.

How to read the Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

Structure of the standards document

The heart of the document consists of grade-band specifications of an overall anchor standard. These **anchor standards** represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for potential success in either college or careers, or both. Each of the **grade-band standards** (presented in Grades 6-8 and Grades 9-12 bands for Reading and Writing) represents a set of more specific

expectations. For each anchor standard, a detailed sweep of expectations rises from sixth grade to the graduation-ready level of twelfth graders.

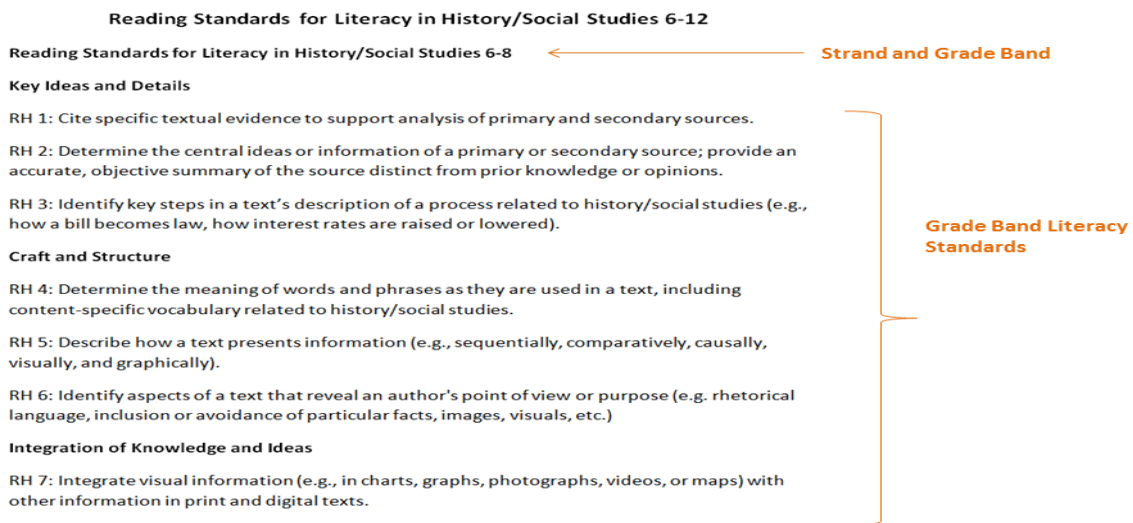
Learning Standards define what a student should know and be able to do.

Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. The Anchor Standards included in Literacy 6-12 are related to the ELA Anchor Standards, but include some slight differences to ensure alignment with the content areas.

Grade-level and Grade-band Standards describe more specific end-of-year expectations about what students should understand and be able to do at a specific grade level or grade band.

Strands define the main organizational categories for English Language Arts and Literacy (Reading, Writing, Speaking and Listening, and Language).

Range, Quality, and Complexity of Student Reading sections clarify the reading and text complexity expectations for each grade level. This is located at the beginning of the Reading Standards at each grade level or grade band.



Key Points for Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects Standards

Shared Responsibility for Literacy Development

Although literacy development certainly resides in the domain of the English Language Arts classroom, teachers in other disciplines have recognized the importance of literacy to their own subject areas. Concurrent with the recent revision of the English Language Arts standards was the revision of the standards for Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects. The intent is for these two sets of standards to work together. In this way, teachers from across the curriculum can plan their individual lessons knowing that they have common expectations for their students' literacy, as they pursue success in each of the content areas.

This common goal shows up even more fundamentally at the elementary level, where a typical instructional model includes a teacher who provides instruction in a variety of subjects, including ELA. Although the Literacy Standards share similar goals with the ELA standards, they also recognized that each subject area has its own discourse practices and nomenclature.

The Literacy Anchor Standards, while closely related, are somewhat different from the ELA Anchor Standards. These differences are intentional. It is important to recognize that each subject area has its own special literacy demands. By design, these standards avoid the one-size-fits-all message that identical standards would imply.

What is Literacy?

A high degree of proficiency in literacy is essential as students attempt to acquire and build knowledge in each of the content areas. Students must be able to read social studies textbooks, analyze historical documents, follow scientific procedures, and discuss complex written problems, as well as respond to issues in their subject area content through speaking, writing, and crafting digital responses. Students must also acquire content specific vocabulary for each of the disciplines in order to achieve success.

- In social studies and history, teachers can apply these standards as students interpret and analyze both primary and secondary sources. Students need to develop a capacity for determining a text's central idea (Reading Standard 2) as well as to understand how point of view shapes a document's message and structure (Reading Standard 6).
- In science classes, students need to interpret content specific words and phrases (e.g. moraine, mitochondria, valence, vector analysis) in order to understand key scientific concepts and information (Reading Standard 4).
- In all technical subjects, students encounter charts, graphs, diagrams, maps, and data sets presented in a variety of media. They must be able to understand and analyze these data in a variety of formats (Reading Standard 7).

Each content area also has its own methods and practices for having students demonstrate their knowledge and understanding. The standards for writing require students to write arguments to support claims (Writing Standard 1), to conduct research (Writing Standard 5), and to use technology to produce and publish their analyses (Writing Standard 6).

Integration

Clearly, these literacy standards should not be taught in separation from the content area standards. For example, the Literacy Standards are designed to support and connect with the following NYS Learning Standard areas:

- P-12 Science Standards: <http://www.p12.nysed.gov/ciai/mst/sci/nyssls.html>
- Social Studies Standards and Framework: <http://www.p12.nysed.gov/ciai/socst/frameworkhome.html>
- Career and Development and Occupational Studies Standards: <http://www.p12.nysed.gov/cte/>

As most teachers know, a well-designed, richly developed lesson includes many standards from across a range of domains. Teachers blend reading with writing; they infuse language and vocabulary throughout their lessons; and speaking and listening play important roles in every classroom activity. Attention to and practice with digital media—both in reading and writing—are also essential to this blend of approaches. A close reading of the standards reveals that nearly all of these standards connect to the students’ interactions with content-specific text. In other words, these Literacy Standards are intended to be integrated with the content standards for each subject area.

Standards-based Curriculum Development

Teachers and other educational leaders at the local level should use these standards to develop or guide their selection of curriculum, programs, and individual lessons. Each district, building, and classroom should explore and choose “Best Practices” to achieve these standards, while matching the approach to individual communities, work teams, students, etc. Standards introduced and taught at one grade level should be reinforced and continued through graduation.

NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects

Range, Quality, and Complexity of Student Reading for Literacy Grades 6-12

Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

Literature: stories, drama, poetry, fiction, and other literary texts

Informational Text: biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

These texts should include discipline specific material (both full-length and excerpts) written for a variety of audiences. Examples include texts written for students, such as textbooks and trade books, as well as those written for the public, including blogs/websites, books, films, and magazine and newspaper articles. The Range of Text Types could also include texts written by members of a discipline community for others in that community, such as articles appearing in professional journals and on the websites of professional organizations. These texts could include primary sources, maps, surveys, tables, and charts.

Text Complexity Expectations for 6th-12th Grade

By the end of the school year, students should read and comprehend literary and informational texts that are appropriately complex at or above grade level.

Literacy 6-12 Anchor Standards for Reading

Key Ideas and Details

Standard 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.

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.

Standard 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

Integration of Knowledge and Ideas

Standard 7: Integrate and evaluate content presented in diverse media and formats, including across multiple texts.

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.

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.

Literacy 6-12 Anchor Standards for Writing

Text Types and Purposes

Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis

of content.

Standard 3: Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

Standard 4: Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

Research to Build and Present Knowledge

Standard 5: Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

Standard 6: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Standard 7: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Literacy in History/Social Studies 6-12

Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

RH 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH 4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

RH 6: Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).

Integration of Knowledge and Ideas

RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.

RH 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.

Reading Standards for Literacy in History/Social Studies 9-10

Key Ideas and Details

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH 7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH 8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH 9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Reading Standards for Literacy in History/Social Studies 11-12

Key Ideas and Details

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

RH 4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH 5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

RH 6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Reading Standards for Literacy in Science and Technical Subjects 6-8

Key Ideas and Details

RST 1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

RST 2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

RST 3: Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

Craft and Structure

RST 4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

RST 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: Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

Integration of Knowledge and Ideas

RST 7: Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).

RST 8: For scientific sources, distinguish between observation and inference based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.

RST 9: Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

Reading Standards for Literacy in Science and Technical Subjects 9-10

Key Ideas and Details

RST 1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

RST 2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

RST 3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

Craft and Structure

RST 4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

RST 5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.

RST 6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.

Integration of Knowledge and Ideas

RST 7: Translate scientific or technical information expressed as written 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 8: Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.

RST 9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Reading Standards for Literacy in Science and Technical Subjects 11-12

Key Ideas and Details

RST 1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST 2: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

RST 3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

Craft and Structure

RST 4: Determine the meaning of symbols, key terms, and other content-specific words and

phrases as they are used in scientific or technical sources.

RST 5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST 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. 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

RST 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 8: Evaluate the 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 9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

Text Types and Purposes

WHST 1: Write arguments focused on discipline-specific content.

- 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.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.
- d. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

WHST 2: Write informative/explanatory text focused on discipline-specific content.

- a. Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
- b. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, 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 content-specific vocabulary to inform and/or to explain the topic.
- e. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

Research to Build and Present Knowledge

WHST 5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST 6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST 7: Draw evidence from informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10

Text Types and Purposes

WHST 1: Write arguments focused on discipline-specific content.

- 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 objectively, 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 appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST 2: Write informative/explanatory text focused on discipline-specific content.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
- e. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.

WHST 3: Write narratives to understand and event or topic, appropriate to discipline-specific norms, conventions, and tasks.

WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

Research to Build and Present Knowledge

WHST 5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 6: 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 and the accuracy of each source by applying discipline-specific criteria ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST 7: Draw evidence from informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

WHST 1: Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST 2: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

- a. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
- b. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
- e. Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.

WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

Research to Build and Present Knowledge

WHST 5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST 7: Draw evidence from informational texts to support analysis, reflection, and research.

