

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.

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.

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. 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 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.

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. 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 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. 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.

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. 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.

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.

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.

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.

Research to Build and Present Knowledge

WHST 4: 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 5: 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.

Select and utilize available technology, including the Internet, to produce and publish writing and to demonstrate digital citizenship when interacting and collaborating with others.

WHST 6: 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.

Research to Build and Present Knowledge

WHST 4: 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 5: 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.

Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products and to demonstrate digital citizenship when interacting with others.

WHST 6: 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.

- 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: 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 5: 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; 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.

Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products in response to ongoing feedback, including new arguments or information and to demonstrate digital citizenship.

WHST 6: Draw evidence from informational texts to support analysis, reflection, and research.