

# Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects do not replace content standards in those areas but rather supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

## HISTORY/SOCIAL STUDIES

GRADE 6-8 STUDENTS:	GRADE 9-10 STUDENTS:	GRADE 11-12 STUDENTS:
<b>KEY IDEAS AND DETAILS</b>		
<p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><b>RH.6-8.2</b> Analyze content-area-specific text development.</p> <ol style="list-style-type: none"> <li>Determine the central ideas or information of a primary or secondary source.</li> <li>Provide an accurate summary that includes the central ideas of the source.</li> </ol>	<p><b>RH.9-10.2</b> Analyze content-area-specific text development.</p> <ol style="list-style-type: none"> <li>Determine the central ideas or information of a primary or secondary source.</li> <li>Provide an accurate and objective summary of how key events or ideas develop over the course of the text.</li> </ol>	<p><b>RH.11-12.2</b> Analyze content-area-specific text development.</p> <ol style="list-style-type: none"> <li>Determine the central ideas or information of a primary or secondary source.</li> <li>Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.</li> </ol>
<p><b>RH.6-8.3</b> 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).</p>	<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

**CRAFT AND STRUCTURE**

**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.6-8.6** Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**RH.9-10.6** Compare the perspectives 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.

**RH.11-12.6** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.11-12.7** 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.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

**RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**RH.6-8.10** By the end of grade 8, read, comprehend, and respond to history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**RH.9-10.10** By the end of grade 10, read, comprehend, and respond to history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**RH.11-12.10** By the end of grade 12, read, comprehend, and respond to history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

**RST.6-8.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**RST.9-10.6** 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.

**RST.11-12.6** 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.

#### INTEGRATION OF KNOWLEDGE AND IDEAS

**RST.6-8.7** 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).

**RST.9-10.7** 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.

**RST.11-12.7** 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.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.9-10.8** 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.

**RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**RST.9-10.9** 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.

**RST.11-12.9** 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.

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

**RST.6-8.10** By the end of grade 8, read, comprehend, and respond to science/technical texts in the grades 6–8 text complexity band independently and proficiently.

**RST.9-10.10** By the end of grade 10, read, comprehend, and respond to science/technical texts in the grades 9–10 text complexity band independently and proficiently.

**RST.11-12.10** By the end of grade 12, read, comprehend, and respond to science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

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

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations.

## GRADE 6-8 STUDENTS:

## GRADE 9-10 STUDENTS:

## GRADE 11-12 STUDENTS:

### TEXT TYPES AND PURPOSES

**WHST.6-8.1** Write arguments focused on discipline-specific content.

- Establish a clear thesis statement to present an argument.
- 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.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

**WHST.9-10.1** Write arguments focused on discipline-specific content.

- Establish a clear and thorough thesis to present an argument.
- 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.
- 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.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.1** Write arguments focused on discipline-specific content.

- Establish a clear and thorough thesis to present a complex argument.
- 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.
- Develop claim(s) and counterclaims fairly 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.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a thesis statement to present information.
- b. 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.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style and objective tone.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.3** (See note; not applicable as a separate requirement)

**WHST.9-10.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a clear and thorough thesis to present information.
- b. 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.
- c. 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.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- e. 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.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

**WHST.9-10.3** (See note; not applicable as a separate requirement)

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a clear and thorough thesis to present and explain information.
- b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**WHST.11-12.3** (See note; not applicable as a separate requirement)

**PRODUCTION AND DISTRIBUTION OF WRITING**

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.9-10.6** 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.

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

**WHST.6-8.7** 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.

**WHST.9-10.7** 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.

**WHST.11-12.7** 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.

**WHST.6-8.8** 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.

**WHST.9-10.8** 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.

**WHST.11-12.8** 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.

**WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

**WHST.9-10.9** Draw evidence from informational texts to support analysis reflection, and research.

**WHST.11-12.9** Draw evidence from informational texts to support analysis reflection, and research.

## RANGE OF WRITING

**WHST.6-8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.