CCLS ELA Progressive Continuums
LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (6-12)

Reading Standards for Literacy in History/Social Studies

- pages 1-7

Reading Standards for Literacy in Science and Technical Subjects

- pages 8-14

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

- pages 15-26

Literacy in History/Social Studies
Key Ideas and Details

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.1

Grades 6 - 8

RH.6-8.1 **Cite specific textual evidence to support analysis of primary and secondary sources.**

RI.6.1 • RI.7.1 • RI.8.1

Grades 9 - 10

RH.9-10.1 *Cite specific textual evidence to support analysis of primary and secondary sources*, **attending to such features as the date and origin of the information.**

RI.9-10.1

Grades 11 - 12

RH.11-12.1 *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.**

RI.11-12.1

RH._.2

Grades 6 - 8

RH.6-8.2 **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

RI.6.2 • RI.7.2 • RI.8.2

Grades 9 - 10

RH.9-10.2 *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of* **how key events or ideas develop over the course of the text.**

RI.9-10.2

Grades 11 - 12

RH.11-12.2 *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.*

RI.11-12.2

Literacy in History/Social Studies
Key Ideas and Details

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.3

Grades 6 - 8

RH.6-8.3 **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).**

RI.6.3 • RI.7.3 • RI.8.3

Grades 9 - 10

RH.9-10.3 **Analyze in detail a series of events** *described in a text*; **determine whether earlier events caused later ones or simply preceded them**.

RI.9-10.3

Grades 11 - 12

RH.11-12.3 **Evaluate various explanations for actions or** *events and determine* **which explanation best accords** *with textual* **evidence, acknowledging where** *the text* **leaves matters uncertain.**

RI.11-12.3

Literacy in History/Social Studies
Craft and Structure

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.4

Grades 6 - 8

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.**

RI.6.4 • RI.7.4 • RI.8.4

Grades 9 - 10

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.*

RI.9-10.4

Grades 11 - 12

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).**

RI.11-12.4

RH._.5

Grades 6 - 8

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

RI.6.5 • RI.7.5 • RI.8.5

Grades 9 - 10

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

RI.9-10.5

Grades 11 - 12

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.**

RI.11-12.5

Craft and Structure

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.6

Grades 6 - 8

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

RI.6.6 • RI.7.6 • RI.8.6

Grades 9 - 10

RH.9-10.6 **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.**

RI.9-10.6

Grades 11 - 12

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

RI.11-12.6

Literacy in History/Social Studies
Integration of Knowledge and Ideas

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.7

Grades 6 - 8

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

RI.6.7 • RI.7.7 • RI.8.7

Grades 9 - 10

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

RI.9-10.7

Grades 11 - 12

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.**

RI.11-12.7

RH._.8

Grades 6 - 8

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

RI.6.8 • RI.7.8 • RI.8.8

Grades 9 - 10

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

RI.9-10.8

Grades 11 - 12

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

RI.11-12.8

Integration of Knowledge and Ideas

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.9

Grades 6 - 8

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

RI.6.9 • RI.7.9 • RI.8.9

Grades 9 - 10

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

RI.9-10.9

Grades 11 - 12

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.*

RI.11-12.9

Range of Reading and Level of Text Complexity

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RH._.10

Grades 6 - 8

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

RI.6.10 • RI.7.10 • RI.8.10

Grades 9 - 10

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

RI.9-10.10

Grades 11 - 12

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

RI.11-12.10

Literacy in Science & Technical Subjects
Key Ideas and Details

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.1

Grade 6 - 8

RST.6-8.1 **Cite specific textual evidence to support analysis of science and technical texts.**

RI.6.1 • RI.7.1 • RI.8.1

Grades 9 - 10

RST.9-10.1 *Cite specific textual evidence to support analysis of science and technical texts,* **attending to the precise details of explanations or descriptions.**

RI.9-10.1

Grades 11 - 12

RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to* **important distinctions the author makes and to any gaps or inconsistencies in the account.**

RI.11-12.1

RST._.2

Grade 6 - 8

RST.6-8.2 **Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.**

RI.6.2 • RI.7.2 • RI.8.2

Grade 9 - 10

RST.9-10.2 *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.*

RI.9-10.2

Grade 11 - 12

RST.11-12.2 *Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text* **by paraphrasing them in simpler but still accurate terms.**

RI.11-12.2

Key Ideas and Details

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.3

RST.6-8.3 **Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.**

RI.6.3 • RI.7.3 • RI.8.3

RST.9-10.3 *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.**

RI.9-10.3

RST.11-12.3 *Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;* **analyze the specific results based on explanations** *in the text.*

RI.11-12.3

Literacy in Science & Technical Subjects
Craft and Structure

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.4

Grades 6 - 8

RST.6-8.4 **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 grades 6-8 texts and topics.**

RI.6.4 • RI.7.4 • RI.8.4

Grades 9 - 10

RST.9-10.4 *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.*

RI.9-10.4

Grades 11 - 12

RST.11-12.4 *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 11-12** *texts and topics.*

RI.11-12.4

RST._.5

Grades 6 - 8

RST.6-8.5 **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.**

RI.6.5 • RI.7.5 • RI.8.5

Grades 9 - 10

RST.9-10.5 *Analyze the structure* **of the relationships among concepts in** *a text, including* **relationships among key terms (e.g., force, friction, reaction force, energy).**

RI.9-10.5

Grades 11 - 12

RST.11-12.5 *Analyze* **how** *the text structures information or ideas* **into categories or hierarchies, demonstrating understanding of** *the information or ideas.*

RI.11-12.5

Craft and Structure

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.6

Grades 6 - 8

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

RI.6.6 • RI.7.6 • RI.8.6

Grades 9 - 10

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.**

RI.9-10.6

Grades 11 - 12

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.**

RI.11-12.6

Literacy in Science & Technical Subjects
Integration of Knowledge and Ideas

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.7

Grade 6 - 8

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).**

RI.6.7 • RI.7.7 • RI.8.7

Grades 9 - 10

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.**

RI.9-10.7

Grades 11 - 12

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.**

RI.11-12.7

RST._.8

Grade 6 - 8

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

RI.6.8 • RI.7.8 • RI.8.8

Grades 9 - 10

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.**

RI.9-10.8

Grades 11 - 12

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.**

RI.11-12.8

Literacy in Science & Technical Subjects
Integration of Knowledge and Ideas

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.9

Grade 6 - 8

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.**

RI.6.9 • RI.7.9 • RI.8.9

Grades 9 - 10

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.**

RI.9-10.9

Grades 11 - 12

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.**

RI.11-12.9

Range of Reading and Level of Text Complexity

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

RST._.10

Grades 6 - 8

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

RI.6.10 • RI.7.10 • RI.8.10

Grades 9 - 10

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

RI.9-10.10

Grades 11 - 12

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

RI.11-12.10

Writing Literacy in History/Social Studies, Science & Technical Subjects
Text Types and Purposes

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.1

Grades 6 - 8

WHST.6-8.1. **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 or text, using credible sources.

c.)
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d.)
Establish and maintain a formal style.

e.)
Provide a concluding statement or section that follows from and supports the argument presented.

W.6.1 • W.7.1 • W.8.1

Grades 9 - 10

WHST.9-10.1. *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 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.*

W.9-10.1

Grades 11 - 12

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

a.)
Introduce precise, **knowledgeable** *claim(s),est ablish* **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 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**.

c.)
Use words, phrases, and clauses **as well as varied syntax** *to link the major sections of the text, create cohesion, and clarify the*

15

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.

W.11-12.1

Writing Literacy in History/Social Studies, Science & Technical Subjects

Text Types and Purposes

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.2

Grades 6 - 8

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

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.

W.6.2 • W.7.2 • W.8.2

Grades 9 - 10

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

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.*

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.**

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.*

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.**

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).**

W.9-10.2

Writing Literacy in History/Social Studies, Science & Technical Subjects
Text Types and Purposes

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

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

a.)
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.*

b.)
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.*

c.)
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.*

d.)
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.*

e.)
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).

W.11-12.2

Writing Literacy in History/Social Studies, Science & Technical Subjects
Text Types and Purposes

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.3

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
WHST.6-8.3. **(See note; not applicable as a separate requirement)**	WHST.9-10.3. *(See note; not applicable as a separate requirement)*	WHST.11-12.3. *(See note; not applicable as a separate requirement)*

Grades 6 - 8

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

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts.

In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

W.6.3 • W.7.3 • W.8.3

Grades 9 - 10

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

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts.

In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

W.9-10.3

Grades 11 - 12

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

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts.

In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

W.11-12.3

Writing Literacy in History/Social Studies, Science & Technical Subjects
Production and Distribution of Writing

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.4

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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.*
W.6.4 • W.7.4 • W.8.4	**W.9-10.4**	**W.11-12.4**

Writing Literacy in History/Social Studies, Science & Technical Subjects
Production and Distribution of Writing

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.5

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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.*
W.6.5 • W.7.5 • W.8.5	**W.9-10.5**	**W.11-12.5**

Writing Literacy in History/Social Studies, Science & Technical Subjects
Production and Distribution of Writing

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.6

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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***.**
W.6.6 • W.7.6 • W.8.6	**W.9-10.6**	**W.11-12.6**

Writing Literacy in History/Social Studies, Science & Technical Subjects
Research to Build and Present Knowledge

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.7

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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.*
W.6.7 • W.7.7 • W.8.7	**W.9-10.7**	**W.11-12.7**

Writing Literacy in History/Social Studies, Science & Technical Subjects
Research to Build and Present Knowledge

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.8

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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.*
W.6.8 • W.7.8 • W.8.8	**W.9-10.8**	**W.11-12.8**

Research to Build and Present Knowledge

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.9

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
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.*
W.6.9 • W.7.9 • W.8.9	**W.9-10.9**	**W.11-12.9**

Writing Literacy in History/Social Studies, Science & Technical Subjects
Range of Writing

Boldface = New learning   *Italics* = Same learning from previous grade level(s)

WHST._.10

Grades 6 - 8

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.**

W.6.10 • W.7.10 • W.8.10

Grades 9 - 10

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

W.9-10.10

Grades 11 - 12

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

W.11-12.10