

College and Career Readiness Reading and Writing Anchor Standards # 1 for Literacy in History/Social Studies, Science, and Technical Subjects Standards

Strand Section: Key Ideas and Details

NOTE: Disciplinary literacy standards are only presented separately in grades 6-12. Literacy standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

Skills and concepts for end-of-year, grade specific expectations for a given standard are reinforced and expanded as students advance through the grades. The standards increase in complexity and sophistication as new skills and concepts are added to each grade level from the previous year. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the critical combined role that both the English Language Arts and Content Area teachers play in developing students’ literacy skills. The grade level pathway disciplinary literacy standards for both reading and writing are presented below. For the complete sets of standards, see [ELA CCSS](#).

R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<u>RST.11-12.1</u>	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.
<u>RH.11-12.1</u>	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.
<u>RST.9-10.1</u>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<u>RH.9-10.1</u>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<u>RST.6-8.1</u>	Cite specific textual evidence to support analysis of science and technical texts.
<u>RH.6-8.1</u>	Cite specific textual evidence to support analysis of primary and secondary sources.
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<u>WHST.11-12.1</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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.

CCR Reading and Writing Anchor Standards #1 (Disciplinary Literacy Grade Level Progression)

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

- 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.6-8.1

Write arguments focused on *discipline-specific content*.

- 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.