

College and Career Readiness Reading and Writing Anchor Standards # 3 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.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<u>RST.11-12.3</u>	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.
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<u>RH.11-12.3</u>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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<u>RST.9-10.3</u>	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.
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<u>RH.9-10.3</u>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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<u>RST.6-8.3</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
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<u>RH.6-8.3.</u>	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).
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W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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NOTE: Grade level disciplinary standards are not applicable for CCR #3. Students' narrative skills, however, 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.