

College and Career Readiness Reading and Writing Anchor Standards # 5 for Literacy in History/Social Studies, Science, and Technical Subjects Standards

Strand Section: Craft and Structure

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.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.
<u>RST.11-12.5</u>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<u>RH.11-12.5</u>	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.
<u>RST.9-10.5</u>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).
<u>RH.9-10.5</u>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<u>RST.6-8.5</u>	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.
<u>RH.6-8.5</u>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>WHST.11-12.5</u>	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.
<u>WHST.9-10.5</u>	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.
<u>WHST.6-8.5</u>	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.