College and Career Readiness Reading Anchor Standard # 7 for Literacy in History/Social Studies, Science, and Technical Subjects Standards

Strand Section: Integration of Knowledge and Ideas

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.7	**Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
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.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, 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.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.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.

CCR Reading and Writing Anchor Standards #7 (Disciplinary Literacy Grade Level Progression)