



**Grades 6-12**

**Arkansas  
Disciplinary Literacy Standards**

**2016**

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## Introduction

The Arkansas Disciplinary Literacy Standards for Grades 6-12 describe the requisite knowledge and skills for reading and writing in history/social studies, science, and technical subjects. Although the standards are divided into Reading and Writing strands for conceptual clarity, the processes of communication are closely connected and should be integrated during instruction. The reading standards are further divided into Reading in History/Social Studies and Reading in Science and Technical Subjects.

The goal of these standards is to prepare students for success as they enter the workforce or higher education institutions. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

The Arkansas Disciplinary Literacy Standards for Grades 6-12 are built from the same anchor standards as the Arkansas English Language Arts Standards, which supports alignment of the standards across the disciplines. Disciplinary literacy should not be confused with the content area of English Language Arts, which focuses on learning the English language, reading literature and literary nonfiction, and writing about related topics. Therefore, the Arkansas Disciplinary Literacy Standards allow flexibility for each discipline to define the types of texts and forms of writing that are unique and appropriate for each domain. For example, argumentative writing might take on the form of writing an explanation for an investigation in science, or writing an account of history that synthesizes and corroborates information from a variety of primary and secondary sources. The same type of differentiation is also true for reading. Texts in science might include articles from scientific journals, lab reports, white papers on scientific topics, diagrams, and data displays. Texts in history might include diaries, newspaper articles, maps, eyewitness accounts, and photographs.

While these standards support literacy (reading and writing), they do not take the place of content standards; instead, they support content acquisition through reading and provide opportunities to demonstrate learning through writing. Developing literacy skills becomes a shared responsibility across all content areas as each discipline provides reading and writing instruction as appropriate for its domain.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

## How the Disciplinary Literacy Standards are Labeled

**RH**

**6-8**

**1**

**A**

**The letter in the first position represents the strand.**

Reading: History/Social Studies Texts (RH)

Reading: Science and Technical Texts (RST)

Writing: History/Social Studies, Science, or Technical Texts (WHST)

**The numbers in the second position represent the grade band.**

**The number in the third position represents the standard.**

**Some standards are broken into segments that are represented by a letter in the fourth position.**

## How the Anchor Standards are Labeled

**R**

**CCR**

**1**

**The letter in the first position of the anchor standard numbering system represents the strand:**

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

**The symbol in the second position of the anchor standard numbering system represents college and career readiness.**

**The number in the third position of the anchor standard numbering system represents the standard.**

## Arkansas Anchor Standards for Reading 6-12

The Arkansas Disciplinary Literacy Standards for college and career readiness on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on range and content of student reading**

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

**Reading Standards for Literacy in History/Social Studies 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Key Ideas and Details</b>		
<p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>RH.11-12.1</b> 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.</p>
<p><b>RH.6-8.2</b> 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.</p>	<p><b>RH.9-10.2</b> 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.</p>	<p><b>RH.11-12.2</b> 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.</p>
<p><b>RH.6-8.3</b> 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).</p>	<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>



Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>RH.9-10.4</b> 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.</p>	<p><b>RH.11-12.4</b> 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).</p>
<p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>RH.9-10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b>RH.11-12.5</b> 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.</p>
<p><b>RH.6-8.6</b> 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).</p>	<p><b>RH.9-10.6</b> 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.</p>	<p><b>RH.11-12.6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Integration of Knowledge and Ideas</b>		
<b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.	<b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<b>RH.11-12.7</b> 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.
<b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>RH.11-12.8</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards for Literacy in History/Social Studies 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>RH.6-8.10</b> By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.</p>	<p><b>RH.9-10.10</b> By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RH.11-12.10</b> By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11–12 text complexity band independently and proficiently.</p>

**Reading Standards for Literacy in Science and Technical Subjects 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Key Ideas and Details</b>		
<p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p>	<p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b>RST.11-12.1</b> 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.</p>
<p><b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><b>RST.9-10.2</b> 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.</p>	<p><b>RST.11-12.2</b> 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.</p>
<p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>RST.9-10.3</b> 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.</p>	<p><b>RST.11-12.3</b> 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.</p>

**Reading Standards for Literacy in Science and Technical Subjects 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<p><b>RST.6-8.4</b> 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.</p>	<p><b>RST.9-10.4</b> 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.</p>	<p><b>RST.11-12.4</b> 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.</p>
<p><b>RST.6-8.5</b> 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.</p>	<p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p><b>RST.11-12.5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<p><b>RST.6-8.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>RST.9-10.6</b> 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.</p>	<p><b>RST.11-12.6</b> 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.</p>

**Reading Standards for Literacy in Science and Technical Subjects 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Integration of Knowledge and Ideas</b>		
<p><b>RST.6-8.7</b> 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, table).</p>	<p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p><b>RST.11-12.7</b> 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.</p>
<p><b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><b>RST.9-10.8</b> 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.</p>	<p><b>RST.11-12.8</b> 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.</p>
<p><b>RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p><b>RST.9-10.9</b> 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.</p>	<p><b>RST.11-12.9</b> 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.</p>

Reading Standards for Literacy in Science and Technical Subjects 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Range of Reading and Level of Text Complexity</b>		
<p><b>RST.6-8.10</b> By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.</p>	<p><b>RST.9-10.10</b> By the end of Grade 10, read and comprehend science/technical texts in the Grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RST.11-12.10</b> By the end of Grade 12, read and comprehend science/technical texts in the Grades 11–12 text complexity band independently and proficiently.</p>

## Arkansas Anchor Standards for Writing

The Grades 6-12 standards for disciplinary literacy on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### **Range of Writing**

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.



### **Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Craft and Structure</b>		
<b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.	<b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.	<b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.
<b>WHST.6-8.1.A</b> 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>WHST.9-10.1.A</b> 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>WHST.11-12.1.A</b> 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.
<b>WHST.6-8.1.B</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.	<b>WHST.9-10.1.B</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.	<b>WHST.11-12.1.B</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.
<b>WHST.6-8.1.C</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>WHST.9-10.1.C</b> 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.	<b>WHST.11-12.1.C</b> 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.

<p><b>WHST.6-8.1.D</b> Establish and maintain a formal style.</p>	<p><b>WHST.9-10.1.D</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>WHST.11-12.1.D</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
<p><b>WHST.6-8.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>WHST.9-10.1.E</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>WHST.11-12.1.E</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p><b>WHST.6-8.2.A</b> 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.</p>	<p><b>WHST.9-10.2.A</b> 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.</p>	<p><b>WHST.11-12.2.A</b> 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.</p>
<p><b>WHST.6-8.2.B</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>WHST.9-10.2.B</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.</p>	<p><b>WHST.11-12.2.B</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.</p>

<p><b>WHST.6-8.2.C</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>WHST.9-10.2.C</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p><b>WHST.11-12.2.C</b> 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.</p>
<p><b>WHST.6-8.2.D</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>WHST.9-10.2.D</b> 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.</p>	<p><b>WHST.11-12.2.D</b> 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.</p>
<p><b>WHST.6-8.2.E</b> Establish and maintain a formal style and objective tone.</p>	<p><b>WHST.9-10.2.E</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>WHST.11-12.2.E</b> 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).</p>
<p><b>WHST.6-8.2.F</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>WHST.9-10.2.F</b> 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).</p>	<p>This standard is taught in Grades 11-12 as standard WHST.11-12.2.E.</p>
<p><b>WHST.6-8.3</b> Not applicable as a separate requirement.</p>	<p><b>WHST.9-10.3</b> Not applicable as a separate requirement.</p>	<p><b>WHST.11-12.3</b> Not applicable as a separate requirement.</p>

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Production and Distribution of Writing</b>		
<p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>WHST.6-8.5</b> 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.</p>	<p><b>WHST.9-10.5</b> 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.</p>	<p><b>WHST.11-12.5</b> 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.</p>
<p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>WHST.9-10.6</b> 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.</p>	<p><b>WHST.11-12.6</b> 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.</p>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

Grades 6-8	Grades 9-10	Grades 11-12
<b>Research to Build and Present Knowledge</b>		
<p><b>WHST.6-8.7</b> 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.</p>	<p><b>WHST.9-10.7</b> 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.</p>	<p><b>WHST.11-12.7</b> 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.</p>
<p><b>WHST.6-8.8</b> 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.</p>	<p><b>WHST.9-10.8</b> 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.</p>	<p><b>WHST.11-12.8</b> 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.</p>
<p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12		
Grades 6-8	Grades 9-10	Grades 11-12
<b>Range of Writing</b>		
<p><b>WHST.6-8.10</b> 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.</p>	<p><b>WHST.9-10.10</b> 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.</p>	<p><b>WHST.11-12.10</b> 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.</p>