

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

6-12

College and Career Readiness Anchor Standards for Reading

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 Benchmarks: Literacy in History/Social Studies 6–12 (Common Core Reading Standards for Literacy in History/Social Studies 6–12) [RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:		Grades 9–10 students:		Grades 11–12 students:	
Key Ideas and Details		Key Ideas and Details		Key Ideas and Details	
6.12.1.1	Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.	9.12.1.1	Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11.12.1.1	Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6.12.2.2	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.	9.12.2.2	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.	11.12.2.2	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.
6.12.3.3	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, how individuals become noteworthy, how ideas develop, how geography influences history).	9.12.3.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11.12.3.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		Craft and Structure		Craft and Structure	
6.12.4.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9.12.4.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.	11.12.4.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).
6.12.5.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	9.12.5.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11.12.5.5	Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6.12.6.6	Identify aspects of a text that reveal an author’s or creator’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts or ideas, use of color, formatting).	9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history	11.12.6.6	Evaluate authors’ differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<i>Integration of Knowledge and Ideas</i>	<i>Integration of Knowledge and Ideas</i>	<i>Integration of Knowledge and Ideas</i>
6.12.7.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.	9.12.7.7 Integrate quantitative or technical analysis (e.g., charts, maps , research data) with qualitative analysis in print or digital text.	11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.
6.12.8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	9.12.8.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11.12.8.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
6.12.9.9 Analyze the relationship between a primary and secondary source on the same topic.	9.12.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.	11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<i>Range of Reading and Level of Text Complexity</i>	<i>Range of Reading and Level of Text Complexity</i>	<i>Range of Reading and Level of Text Complexity</i>
6.12.10.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	9.12.10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	11.12.10.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading Benchmarks: Literacy in Science and Technical Subjects 6–12 (Common Core Standards for Literacy in Science and Technical Subjects 6-12) [RST]

These standards should be interpreted to apply to reading any related text including textbooks, newspapers, magazines, Internet, student work, correspondence and other technical manuals. Instructions should connect understanding of the text to concepts and activities in scientific and technical investigations.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and	Key Ideas and Details	Key Ideas and Details
6.13.1.1 Cite specific textual evidence to support analysis of science and technical texts.	9.13.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	11.13.1.1 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.
6.13.2.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	9.13.2.2 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.	11.13.2.2 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.
6.13.3.3 Follow precisely a multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks.	9.13.3.3 Follow precisely a complex multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks, attending to special cases (constraints) or exceptions defined in the text.	11.13.3.3 Follow precisely a complex multistep procedure when carrying out experiments, designing solutions , taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and	Craft and Structure	Craft and Structure
6.13.4.4 Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	9.13.4.4 Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	11.13.4.4 Determine the meaning of symbols, equations, graphical representations, tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
6.13.5.5 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.	9.13.5.5 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>).	11.13.5.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6.13.6.6 Analyze the author’s purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text.	9.13.6.6 Analyze the author’s purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text, defining the question the author seeks to address.	11.13.6.6 Analyze the author’s purpose in describing phenomena , providing an explanation, describing a procedure, or discussing/ reporting an experiment in a text, identifying important issues and questions that remain unresolved.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<p><i>Integration of Knowledge and Ideas</i></p> <p>6.13.7.7 Compare and 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, map).</p> <p>6.13.8.8 Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.</p> <p>6.13.9.9 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><i>Integration of Knowledge and Ideas</i></p> <p>9.13.7.7 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.</p> <p>9.13.8.8 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>9.13.9.9 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><i>Integration of Knowledge and Ideas</i></p> <p>11.13.7.7 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>11.13.8.8 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>11.13.9.9 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>
<p><i>Range of Reading and Level of Text Complexity</i></p>	<p><i>Range of Reading and Level of Text Complexity</i></p>	<p><i>Range of Reading and Level of Text Complexity</i></p>
<p>6.13.10.10 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>9.13.10.10 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>11.13.10.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR 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 in an analysis of substantive topics or texts using valid reasoning and relevant and 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.

Writing Process: 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. **Use a writing process** to develop and strengthen writing as needed by planning, **drafting**, 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 or informational texts to support analysis, reflection, and research.

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.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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 be able to independently take task, topic, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. 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 and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Benchmarks: Literacy in History/Social Studies, Science, and Technical Subjects 6–12 (Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12) [WHST]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
<p>6.14.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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 credible 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. 	<p>9.14.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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 credible 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. 	<p>11.14.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol 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 credible 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.

Grades 6–8 students:

6.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.

- a. 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.
- b. Develop the topic with relevant, **credible, sufficient, and** well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grades 9–10 students:

9.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.

- a. 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.
- b. Develop the topic with well-chosen, relevant, **credible** and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. 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.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

Grades 11–12 students:

11.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.

- a. 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.
- b. Develop the topic thoroughly by selecting the most significant, **credible, sufficient,** and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. 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.
- d. 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.
- e. **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
- f. 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).

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
6.14.3.3 (See note; not applicable as a separate requirement)	9.14.3.3 (See note; not applicable as a separate requirement)	11.14.3.3 (See note; not applicable as a separate requirement)
<i>Writing Process: Production and Distribution of Writing</i>	<i>Writing Process: Production and Distribution of Writing</i>	<i>Writing Process: Production and Distribution of Writing</i>
6.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.	9.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline , task, purpose, and audience.	11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline , task, purpose, and audience.
6.14.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline , and audience have been addressed.	9.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline .	11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline .
6.14.6.6 Use technology, including, but not limited to , the Internet, to produce and publish writing and multi-media texts , and present the relationships between information and ideas clearly and efficiently.	9.14.6.6 Use technology, including, but not limited to , the Internet, to produce, publish, and update individual or shared writing products and multi-media texts , taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	11.14.6.6 Use technology, including, but not limited to , the Internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>	<i>Research to Build and Present Knowledge</i>	<i>Research to Build and Present Knowledge</i>
6.14.7.7 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.	9.14.7.7 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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.	11.14.7.7 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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.14.8.8 Gather relevant information from multiple data , print, physical (e.g., artifacts, objects, images) , 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.	9.14.8.8 Gather relevant information from multiple authoritative data , print, physical (e.g., artifacts, objects, images) , 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.	11.14.8.8 Gather relevant information from multiple authoritative data , print, physical (e.g., artifacts, objects, images) , 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.

Grades 6–8 students:

6.14.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>	
6.14.10.10	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.

Grades 9–10 students:

9.14.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>	
9.14.10.10	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.

Grades 11–12 students:

11.14.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>	
11.14.10.10	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.

Note: Students’ narrative skills 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.