

Common Core State Standards Literacy in History/Social Studies, Science, and Technical Subjects

Domain #	Domain	Cluster	Standard
RST.6-8.1	Reading	Key Ideas and Details	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2	Reading	Key Ideas and Details	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3	Reading	Key Ideas and Details	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
RST.6-8.4	Reading	Craft and Structure	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
RST.6-8.7	Reading	Integration of Knowledge and Ideas	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).
RST.6-8.8	Reading	Integration of Knowledge and Ideas	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9	Reading	Integration of Knowledge and Ideas	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
RST.6-8.10	Reading	Range of Reading and Level of Text Complexity	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
RST.9-10.1	Reading	Key Ideas and Details	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2	Reading	Key Ideas and Details	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.
RST.9-10.3	Reading	Key Ideas and Details	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.
RST.9-10.4	Reading	Craft and Structure	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.
RST.9-10.7	Reading	Integration of Knowledge and Ideas	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.
RST.9-10.8	Reading	Integration of Knowledge and Ideas	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.
RST.9-10.9	Reading	Integration of Knowledge and Ideas	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.
RST.9-10.10	Reading	Range of Reading and Level of Text Complexity	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
RST.11-12.1	Reading	Key Ideas and Details	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.
RST.11-12.2	Reading	Key Ideas and Details	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.

RST.11-12.3	Reading	Key Ideas and Details	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.
RST.11-12.4	Reading	Craft and Structure	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.
RST.11-12.7	Reading	Integration of Knowledge and Ideas	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.
RST.11-12.8	Reading	Integration of Knowledge and Ideas	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.
RST.11-12.9	Reading	Integration of Knowledge and Ideas	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.
RST.11-12.10	Reading	Range of Reading and Level of Text Complexity	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
WHST.6-8.1a	Writing	Text Types and Purposes	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.
WHST.6-8.1b	Writing	Text Types and Purposes	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST.6-8.1c	Writing	Text Types and Purposes	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.6-8.2d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2e	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone.
WHST.6-8.2f	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7	Writing	Research to Build and Present Knowledge	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.
WHST.6-8.8	Writing	Research to Build and Present Knowledge	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.
WHST.6-8.9	Writing	Research to Build and Present Knowledge	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10	Writing	Range of Writing	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.
WHST.9-10.1a	Writing	Text Types and Purposes	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.
WHST.9-10.1b	Writing	Text Types and Purposes	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.
WHST.9-10.1c	Writing	Text Types and Purposes	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.

WHST.9-10.2d	Writing	Text Types and Purposes	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.
WHST.9-10.6	Writing	Text Types and Purposes	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.
WHST.9-10.7	Writing	Research to Build and Present Knowledge	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.9-10.8	Writing	Research to Build and Present Knowledge	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.
WHST.9-10.9	Writing	Research to Build and Present Knowledge	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Writing	Range of Writing	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.
WHST.11-12.1a	Writing	Text Types and Purposes	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),
WHST.11-12.1b	Writing	Text Types and Purposes	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.
WHST.11-12.2b	Writing	Text Types and Purposes	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.
WHST.11-12.6	Writing	Text Types and Purposes	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.
WHST.11-12.7	Writing	Text Types and Purposes	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.11-12.8	Writing	Text Types and Purposes	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.
WHST.11-12.9	Writing	Research to Build and Present Knowledge	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Writing	Range of Writing	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.