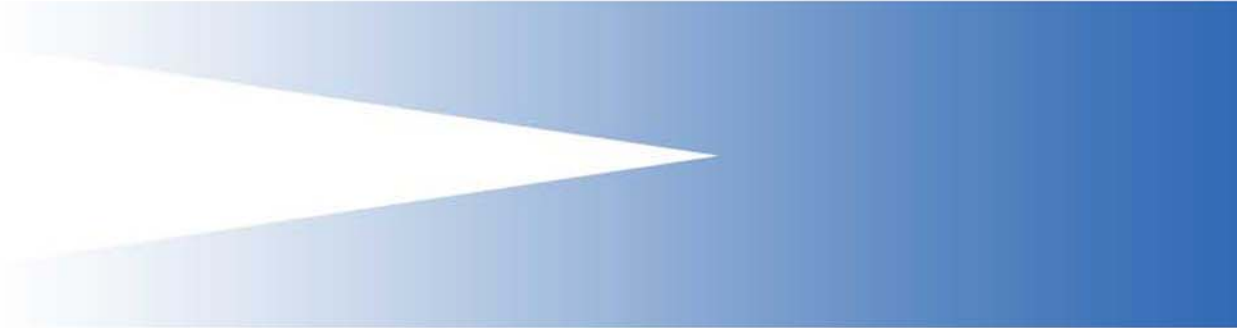


English Language Arts & Literacy in History/Social Studies, Science,
and Technical Subjects



Introduction: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

The AERO English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Framework was adapted to align with the Common Core State Standards. The College and Career Readiness anchor standards from the common core serve as the AERO English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards and define cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and/or the workforce. These standards define end-of-year expectations and grade-level performance indicators were designed to enable students to meet college and career readiness expectations no later than the end of high school.

Common Core Standards (<http://www.corestandards.org/ELA-Literacy>)

Reading: History/Social Studies, Science, and Technical Subjects

“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. “

Source: Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011

Enduring Understandings:

Readers use strategies to construct meaning.

Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning

Essential Questions:

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a text?
4. Why do readers need to pay attention to a writer’s choice of words?
5. How does reading influence us?
6. Why do we need to evaluate what we read?

1. 0 READING: **History/Social Studies**

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

1. 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 offer profound insights into the human

	6	7	8	9-10	11-12
Key Ideas and details	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	A. 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.

1.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. students' own thinking and writing.

	6	7	8	9-10	11-12
Key Ideas and details	A. 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.	A. 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.	A. 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.	A. 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.	A. 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.

1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	6	7	8	9-10	11-12
Key Ideas and details	A. Identify key steps in a text's description of a process related to	A. Identify key steps in a text's description of a process related to	A. Identify key steps in a text's description of a process related to	A. Analyze in detail a series of events described in a text; determine	A. Evaluate various explanations for actions or events and determine

	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	whether earlier events caused later ones or simply preceded them.	which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
1.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
	6	7	8	9-10	11-12
Craft and Structure	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. 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 science.	A. 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 <i>faction</i> in <i>Federalist No. 10</i>).
1.5. 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 .					
	6	7	8	9-10	11-12
Craft and Structure	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	A. 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.
1. 6. Assess how point of view or purpose shapes the content and style of a text.					
	6	7	8	9-10	11-12
Craft and Structure	A. Identify aspects of a text that reveal an author's point of view or purpose	A. Identify aspects of a text that reveal an author's point of view or purpose	A. Identify aspects of a text that reveal an author's point of view or purpose	A. Compare the point of view of two or more authors for how they treat	A. Evaluate authors' differing points of view on the same historical event

	(e.g., loaded language, inclusion or avoidance of particular facts).	(e.g., loaded language, inclusion or avoidance of particular facts).	(e.g., loaded language, inclusion or avoidance of particular facts).	the same or similar topics, including which details they include and emphasize in their respective accounts.	or issue by assessing the authors' claims, reasoning, and evidence.
1.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	A. 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.
1.8 Delineate 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.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Assess the extent to which the reasoning and evidence in a text support the author's claims.	A. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
1.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
	6	7	8	9-10	11-12
Integration of Knowledge	A. Analyze the relationship between a primary and secondary	A. Analyze the relationship between a primary and secondary	A. Analyze the relationship between a primary and secondary	A. Compare and contrast treatments of the same topic in several primary	A. Integrate information from diverse sources, both primary and secondary,

and Ideas	source on the same topic.	source on the same topic.	source on the same topic.	and secondary sources.	into a coherent understanding of an idea or event, noting discrepancies among sources.
1.10. Read and comprehend complex literary and informational texts independently and proficiently.					
	6	7	8	9-10	11-12
Range of reading and Level of text Complexity	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	A. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

1. 0 READING: **Science and Technical Subjects**

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

1. 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 offer profound insights into the human

	6	7	8	9-10	11-12
Key Ideas and details	A. Cite specific textual evidence to support analysis of science and technical texts.	A. Cite specific textual evidence to support analysis of science and technical texts.	A. Cite specific textual evidence to support analysis of science and technical texts	A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	A. 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.

1.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. students' own thinking and writing.

	6	7	8	9-10	11-12
Key Ideas and details	A. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	A. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	A. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	A. 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.	A. 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.

1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	6	7	8	9-10	11-12
Key	A. Follow precisely a	A. Follow precisely a	A. Follow precisely a	A. Follow precisely a	A. Follow precisely a

Ideas and details	multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
1.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
	6	7	8	9-10	11-12
Craft and Structure	A. 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 <i>grades 6–8 texts and topics</i> .	A. 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 <i>grades 6–8 texts and topics</i> .	A. 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 <i>grades 6–8 texts and topics</i> .	A. 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 <i>grades 9–10 texts and topics</i> .	A. 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 <i>grades 11–12 texts and topics</i> .
1.5. 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 .					
	6	7	8	9-10	11-12
Craft and Structure	A. 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.	A. 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.	A. 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.	A. 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>).	A. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
1. 6. Assess how point of view or purpose shapes the content and style of a text.					
	6	7	8	9-10	11-12
Craft and Structure	A. Analyze the author’s purpose in providing an	A. Analyze the author’s purpose in providing an	A. Analyze the author’s purpose in providing an	A. Analyze the author’s purpose in providing an	A. Analyze the author’s purpose in providing an

	explanation, describing a procedure, or discussing an experiment in a text.	explanation, describing a procedure, or discussing an experiment in a text.	explanation, describing a procedure, or discussing an experiment in a text.	explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
1.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. 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).	A. 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).	A. 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).	A. 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.	A. 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.
1.8 Delineate 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.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	A. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	A. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	A. 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.	A. 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.

1.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	A. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	A. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	A. 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.	A. 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.
1.10. Read and comprehend complex literary and informational texts independently and proficiently.					
	6	7	8	9-10	11-12
Range of reading and Level of text Complexity	A. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	A. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing: History/Social Studies, Science, and Technical Subjects

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 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.

Source: Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011

ENDURING UNDERSTANDINGS:

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Writers have a purpose for writing.

Writing is a multi-stage process.

Writing is a reflective process.

ESSENTIAL QUESTIONS:

1. How do good writers express themselves? How does process shape the writer's product?
2. How do writers develop a well-written product?
3. Why do writers write?
4. How does each step in the writing process impact the writing?
5. How is writing evaluated?
6. How can evaluation and reflection be used to improve writing?

1.0 WRITING Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.					
1. 1 Write arguments focused on <i>discipline-specific content</i>.					
	6	7	8	9-10	11-12
Text types and Purposes	<p>A. 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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. 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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. 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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. 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.</p> <p>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.</p> <p>C. 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</p>	<p>A. 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.</p> <p>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.</p> <p>C. 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,</p>

				<p>counterclaims.</p> <p>D. 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>E. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. 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>E. Provide a concluding statement or section that follows from or supports the argument presented</p>
1.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.					
	6	7	8	9-10	11-12
Text types and Purposes	<p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>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.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other</p>	<p>A. Introduce a topic; 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. Develop the topic thoroughly by selecting the most significant and relevant facts, extended</p>

	<p>details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style and objective tone.</p>	<p>details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style and objective tone.</p>	<p>details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style and objective tone.</p>	<p>information and examples appropriate to the audience’s knowledge of the topic.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>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.</p> <p>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.</p> <p>E. 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>
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1. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
	6	7	8	9-10	11-12
Text types and Purposes	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects
1.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. 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.	A. 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.	A. 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.	A. 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.	A. 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.

1. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. 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.	A. 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.
1.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. 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.	A. 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.	A. 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.	A. 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.	A. 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.

1. 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.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. 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.	A. 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.	A. 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.	A. 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.	A. 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.
1.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis, reflection, and research.	A. Draw evidence from informational texts to support analysis, reflection, and research.
1. 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.					
	6	7	8	9-10	11-12
Range of Writing	A. Write routinely over extended time frames (time for reflection and revision)	A. Write routinely over extended time frames (time for reflection and revision)	A. Write routinely over extended time frames (time for reflection and revision)	A. Write routinely over extended time frames (time for reflection and revision)	A. 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.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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