

# Grades 11, 12

Adopted 2017

## Reading Standards for Literacy in History/Social Studies 11-12

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. [RH.1](#)
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. [RH.2](#)
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. [RH.3](#)

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### Craft and Structure

4. Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [RH.4](#)
5. Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole. [RH.5](#)
6. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. [RH.6](#)

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### Integration of Knowledge and Ideas

7. 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. [RH.7](#)
  8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. [RH.8](#)
  9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. [RH.9](#)
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## Reading Standards for Literacy in Science and Technical Subjects 11-12

### Key Ideas and Details

1. Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.1**
  2. Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. **RST.2**
  3. Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text. **RST.3**
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### Craft and Structure

4. Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. **RST.4**
  5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **RST.5**
  6. 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. 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.6**
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### Integration of Knowledge and Ideas

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. **RST.7**
  8. Evaluate the 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.8**
  9. Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **RST.9**
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## Literacy Standards for Writing 6-12

### 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. [WL.1](#)
  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. [WL.2](#)
  3. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. [WL.3](#)
  4. Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. [WL.4](#)
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### Research to Build and Present Knowledge

5. Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation. [WL.5](#)
  6. Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [WL.6](#)
  7. Draw evidence from literary or informational texts to support analysis, reflection, and research. [WL.7](#)
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**Writing Standards for  
Literacy in  
History/Social Studies,  
Science, and Technical  
Subjects 11-12**

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content. **WHST.1**
  - 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. **WHST.1.A**
  - b. Develop claim(s) and counterclaims objectively 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.1.B**
  - 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, between reasons and evidence, and between claim(s) and counterclaims. **WHST.1.C**
  - d. Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. **WHST.1.D**
  - e. Provide a concluding statement or section that follows from or supports the argument presented. **WHST.1.E**
2. Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline. **WHST.2**
  - a. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole. **WHST.2.A**
  - b. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. **WHST.2.B**
  - c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **WHST.2.C**
  - d. Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience. **WHST.2.D**
  - e. Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. **WHST.2.E**
3. Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. **WHST.3**
4. Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. **WHST.4**

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## Research to Build and Present Knowledge

5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, 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.5**
6. 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 as well as by applying discipline-specific criteria used in the social sciences or sciences; 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.6**
7. Draw evidence from informational texts to support analysis, reflection, and research. **WHST.7**