



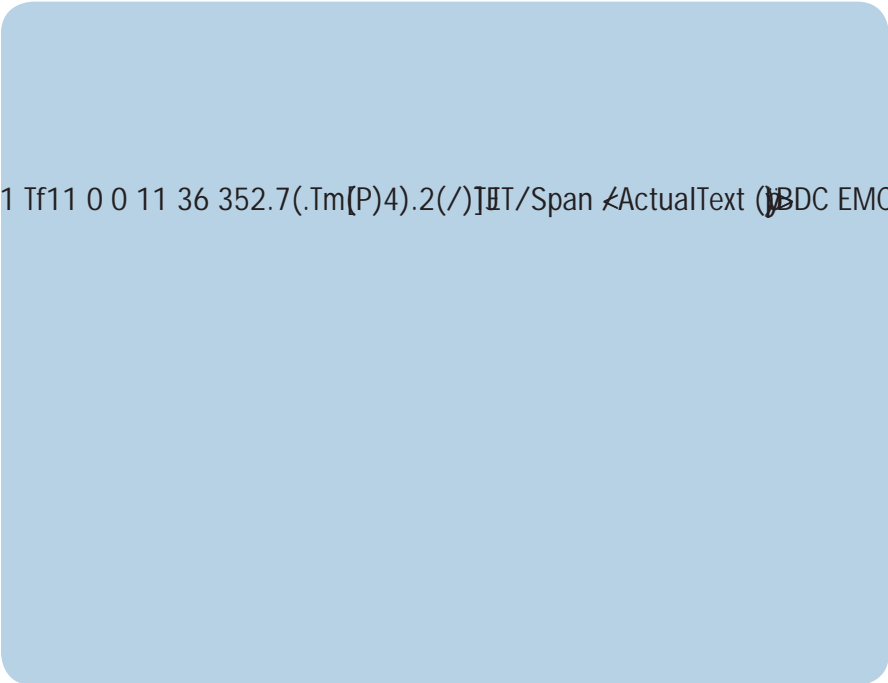
	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary sources as to a date and origin of the document and speculate on its use, code-switching or other features.	1. Cite specific textual evidence to support analysis of primary and secondary sources, code-switching or other features.
	2. Determine the central ideas or information of a primary source; summarize it in your own words.	2. Determine the central ideas or information of a primary or secondary source; provide a summary of those ideas or information.	2. Determine the central ideas or information of a primary or secondary source; analyze how these ideas or information are developed and related to key details that support the main text.
	3. Identify key steps in a text's description of a process or procedure.	3. Analyze in detail a series of events described in a text, examining how they are related to one another to develop a sequence or whole.	3. Evaluate various explanations for actions or events and assess their credibility, including where they come from and whether they use evidence to support their claims.
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text; analyze the impact on a text of specific word choices.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact on a text of specific word choices.	4. Determine the meaning of words and phrases as they are used in a text (e.g., analyzing a word or phrase as it appears in the text, including its meaning and connotation, as in Federalist No. 10).
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is organized, including how it is segmented into sections or parts, and how it uses specific details, examples, or quotations to further a central idea.
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., style, tone, word choice).	6. Compare the point of view of two or more authors for how they treat the same or similar topics.	6. Analyze how a text presents related or opposing views that result from differing viewpoints, experiences, or contexts (e.g., racial and ethnic groups and individuals in historical texts).



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. 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.



Production and Distribution of Writing (W.1–W.10) | [Return to Table of Contents](#)

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

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.





	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Research to Build and Present Knowledge (<i>continued</i>)	8. Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA	8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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. CA	8. 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.
	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing	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.	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.	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.