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Clearly, these literacy standards should not be taught in separation from the content area standards. For example, the Literacy Standards are designed to support and connect with the following NYS Learning Standard areas:

P-12 Science Standards: <http://www.p12.nysed.gov/ciai/mst/sci/nyssls.html>

Social Studies Standards and Framework: <http://www.p12.nysed.gov/ciai/socst/frameworkhome.html>

Career and Development and Occupational Studies Standards: <http://www.p12.nysed.gov/cte/>

As most teachers know, a well-designed, richly developed lesson includes many standards from across a range of domains. Teachers blend reading with writing; they infuse language and vocabulary throughout their lessons; and speaking and listening play important roles in every classroom activity. Attention to and





## Literacy 6-12 Anchor Standards for Reading

### Key Ideas and Details

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- STANDARD 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- STANDARD 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- STANDARD 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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- STANDARD 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.
- STANDARD 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.
- STANDARD 6:** Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

### Integration of Knowledge and Ideas

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- STANDARD 7:**







# Reading Standards for Literacy in History/Social Studies

## READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

### Key Ideas and Details

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- RH1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
- RH3: 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).

### Craft and Structure

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- RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
- RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
- RH6:





## READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

### Key Ideas and Details

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- RH1:** 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.
- RH2:** 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.
- RH3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

3:



## READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10

### Key Ideas and Details

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- RST1:** Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
- RST2:** Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
- RST3:** Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

### Craft and Structure

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- RST4:** Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
- RST5:** Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
- RST6:** Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc..

### Integration of Knowledge and Ideas

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- RST7:** Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST8:** Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.
- RST9:** 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.

## READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12

### Key Ideas and Details

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- RST1:** 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.
- RST2:** 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.
- RST3:** 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.

### Craft and Structure

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- RST4:** Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
- RST5:** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST6:** 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.

### Integration of Knowledge and Ideas

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- RST7:** 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.
- RST8:** 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.
- RST9:** 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.

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

## WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

### Text Types and Purposes

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**WHST1:** Write arguments focused on discipline-specific content.

**WHST1a:** 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.

**WHST1b:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.

**WHST1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.

**WHST1d:** Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

**WHST1e:** Provide a concluding statement or section that follows from and supports the argument presented.

**WHST2:** Write informative/explanatory text focused on discipline-specific content.

**WHST2a:** Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.

**WHST2b:** Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

**WHST2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**WHST2d:** Use precise language and content-specific vocabulary to inform and/or to explain the topic.

**WHST2e:** Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

**WHST3:** Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

**WHST4:** Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

## Research to Build and Present Knowledge

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- WHST5:** Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST6:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST7:** Draw evidence from informational texts to support analysis, reflection, and research.





## Research to Build and Present Knowledge

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- WHST5:** 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.
- WHST6:** 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 and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST7:** Draw evidence from informational texts to support analysis, reflection, and research.

## WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

### Text Types and Purposes

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**WHST1:** Write arguments focused on discipline-specific content.

- WHST1a:** 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.
- WHST1b:** 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.
- WHST1c:** 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.
- WHST1d:** 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.
- WHST1e:** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST2:** Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

- WHST2a:** Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
- WHST2b:** 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.
- WHST2c:** 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.
- WHST2d:** 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.
- WHST2e:** 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.

**WHST3:** Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

**WHST4:** Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.



## Research to Build and Present Knowledge

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**WHST5:** 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.

**WHST6:** Gather relevant information from multiple authoritative print and digital sources, using