

**Correlation of California’s Common Core State Standards (CCSS) for  
LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS  
to the Expository Reading and Writing Course (ERWC) Assignment Template**

- NOTE:**
- Unless otherwise specified, the standards included in this chart correspond to the grade level(s) indicated by the column heading.
  - Standards that are underlined and formatted in bold represent California additions to the Common Core State Standards.

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<b>READING RHETORICALLY</b>			
<b>PREREADING</b>			
<b>Getting Ready to Read</b>			
<i>The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the California Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.</i>			
<b>Exploring Key Concepts</b>			
<i>The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CA CCSS for ELA/Literacy in the sections of the template that follow.</i>			
<b>Surveying the Text</b>			
<b>Reading – Informational Text</b> 5a. Analyze the use of text features (e.g., graphics, headers, captions)... <b>CA</b>	<b>Reading for History/Social Studies</b> 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>Reading for History/Social Studies</b> 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Reading for History/Social Studies</b> 5. 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.

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. 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.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>).</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<b>Making Predictions and Asking Questions</b>			
<p><i>The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CA CCSS for ELA/Literacy in the sections of the template that follow.</i></p>			
<b>Understanding Key Vocabulary</b>			
<p><b>Language</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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</i></p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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</i></p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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 faction in Federalist No. 10).</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a</p>

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<p>indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  <b>Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</b>  <b>CA</b></p> <p>c. Consult general and specialized reference materials (e.g., <b>college-level dictionaries, rhyming dictionaries, bilingual dictionaries</b>, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <b>CA</b></p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>texts and topics.</i></p>	<p><i>texts and topics.</i></p>	<p>specific scientific or technical context relevant to <i>grades 11-12 texts and topics.</i></p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
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<b>READING</b> <b>Reading for Understanding</b>			
<b>Reading – Informational Text</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>Reading for History/Social Studies</b> 1. Cite specific textual evidence to support analysis of primary and secondary sources.  <b>Reading for Science and Technical Subjects</b> 1. Cite specific textual evidence to support analysis of science and technical texts.	<b>Reading for History/Social Studies</b> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>Reading for Science and Technical Subjects</b> 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<b>Reading for History/Social Studies</b> 1. 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.  <b>Reading for Science and Technical Subjects</b> 1. 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.
<b>Considering the Structure of the Text</b>			
<b>Prerequisite Grade 8 Standard: Reading – Informational Text</b> 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>Reading for History/Social Studies</b> 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>Reading for History/Social Studies</b> 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Reading for History/Social Studies</b> 5. 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.

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<p><b>Grades 11-12 Reading – Informational Text</b></p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>Speaking and Listening</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. 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.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. 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>).</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

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<p>establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			
<b>Noticing Language</b>			
<p><b>Reading</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g.,</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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.</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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</p>

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<p>how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>Language</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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>.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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>.</p>	<p>faction in <i>Federalist</i> No. 10).</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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>.</p>
<b>Annotating and Questioning the Text</b>			
<p><b>Prerequisite Grade 8 Standard: Reading – Informational Text</b></p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; ...</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; ...</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; ...</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. 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.</p> <p>2. Determine the central ideas or information of a primary or secondary source; ...</p>

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<p><b>Grades 11-12 Reading – Informational Text</b></p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; ...</p>	<p>evidence to support analysis of science and technical texts.</p> <p>2. Determine the central ideas or conclusions of a text; ...</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; ...</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>1. 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.</p> <p>2. Determine the central ideas or conclusions of a text;</p>
<b>Analyzing Stylistic Choices</b>			
<p><b>Reading</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10),</p> <p><b>Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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>.</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. 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>.</p>	<p><b>Reading for History/Social Studies</b></p> <p>4. 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</i> No. 10).</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical</p>



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<p>and to comprehend more fully when reading or listening.</p> <p>a. ...; apply an understanding of syntax to the study of complex texts when reading.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>			<p>context relevant to <i>grades 11-12 texts and topics</i>.</p>
<p><b>POSTREADING</b></p> <p><b>Summarizing and Responding</b></p>			
<p><b>Prerequisite Grade 8 Standard: Reading – Informational Text</b></p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>Grades 11-12 Reading – Informational Text</b></p> <p>2. Determine two or more</p>	<p><b>Reading for History/Social Studies</b></p> <p>2. 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.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>2. Determine the central ideas or conclusions of a text;</p>	<p><b>Reading for History/Social Studies</b></p> <p>2. 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.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>2. Determine the central ideas or conclusions of a text; trace</p>	<p><b>Reading for History/Social Studies</b></p> <p>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.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>2. Determine the central ideas or conclusions of a text;</p>

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<p>central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>Writing</b></p> <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<p>provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p>	<p>the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p>	<p>summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p>
<b>Thinking Critically</b>			
<p><b>Prerequisite Grades 9-10 Standard: Reading – Informational Text</b></p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and suffi-</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>3. Identify key steps in a text’s description of a process related</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>Reading for History/Social Studies</b></p> <p>1. 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</p>

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<p>cient; identify false statements and fallacious reasoning.</p> <p><b>Grades 11-12</b> <b>Reading – Informational Text</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>5. 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.</p>	<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>3. 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.</p>	<p>a whole.</p> <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>5. 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.</p> <p>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>1. 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.</p>

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<p><b>Speaking and Listening</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>5. 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>).</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>8. 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.</p>	<p>3. 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.</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p> <p>8. 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.</p>

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d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
<b>Reflecting on Your Reading Process</b>			
<i>The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CA CCSS for ELA/Literacy in the preceding sections of the template and transfer that learning to other settings.</i>			
<b>CONNECTING READING TO WRITING</b>			
<b>DISCOVERING WHAT YOU THINK</b>			
<b>Considering the Writing Task</b>			
<b>Writing</b> 5. Develop and strengthen writing as needed by planning...focusing on addressing what is most significant for a specific purpose and audience.	<b>Writing for History/Social Studies, Science, and Technical Subjects</b> 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning... focusing on how well purpose and audience have been addressed.	<b>Writing for History/Social Studies, Science, and Technical Subjects</b> 5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.	<b>Writing for History/Social Studies, Science, and Technical Subjects</b> 5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.

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	Grade 6-8	Grades 9-10	Grades 11-12
<b>Taking a Stance</b>			
<p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning ... focusing on how well purpose and audience have been addressed.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Gathering Evidence to Support Your Claims</b>			
<p><b>Reading – Informational Text</b></p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in</p>	<p><b>Reading for History/Social Studies</b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print</p>	<p><b>Reading for History/Social Studies</b></p> <p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><b>Reading for History/Social Studies</b></p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually,</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>words in order to address a question or solve a problem.</p> <p><b>Writing</b></p> <p>7. 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.</p> <p>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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation <b>including footnotes and endnotes. CA</b></p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>7. 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).</p> <p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>7. Conduct short research projects to answer a question</p>	<p>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>7. 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.</p> <p>8. 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.</p> <p>9. 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.</p>	<p>quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>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.</p> <p>8. 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.</p> <p>9. Synthesize information from a range of sources (e.g., texts,</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
	<p>(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources (<b>primary and secondary</b>), 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. <b>CA</b></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources (<b>primary and secondary</b>), 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. <b>CA</b></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>7. 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.</p> <p>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 over-reliance on any one source and following a standard format for citation.</p>



CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
			9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Getting Ready to Write</b>			
<p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	<p><b>Writing</b></p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning ... focusing on how well purpose and audience have been addressed.</p> <p>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.</p>	<p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by planning ...focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	<p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by planning ...focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>
<p><b>WRITING RHETORICALLY</b></p> <p><b>ENTERING THE CONVERSATION</b></p> <p><b>Composing a Draft</b></p>			
<p><b>Writing</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on discipline-specific content.</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>
<b>Considering Structure</b>			
<p><b>Writing</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s)</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims,</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner 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, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>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>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>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 counterclaims.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>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, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/ explanatory texts, including the</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>selection, organization, and analysis of content.</p> <p>a. Introduce a topic <b>or thesis statement</b>; 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. <b>CA</b></p> <p>b. 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.</p> <p>c. Use appropriate and varied transitions and syntax 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.</p> <p>f. Provide a concluding state-</p>	<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete 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>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</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 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>f. Provide a concluding statement or section that follows from and supports the</p>	<p>narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and 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 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>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>ment or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>implications or the significance of the topic).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Using the Words of Others (and Avoiding Plagiarism)</b>			
<p><b>Writing</b></p> <p>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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation <b>including footnotes and endnotes. CA</b></p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>8. Gather relevant information from multiple print and digital sources (<b>primary and secondary</b>), 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. <b>CA</b></p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>8. Gather relevant information from multiple authoritative print and digital sources (<b>primary and secondary</b>), 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. <b>CA</b></p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>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 over-reliance on any one source and following a standard format for citation.</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<b>Negotiating Voices</b>			
<p><b>Prerequisite Grade 8 Standard: Reading – Informational Text</b></p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Reading – Informational Text</b></p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Writing</b></p> <p>1d. &amp; 2e. 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><b>Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</p>	<p><b>Reading for History/Social Studies</b></p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. Establish and maintain a formal style and objective tone.</p>	<p><b>Reading for History/Social Studies</b></p> <p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>9. 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.</p>	<p><b>Reading for History/Social Studies</b></p> <p>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>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.</p> <p>9. 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.</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
and to comprehend more fully when reading or listening.	2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. 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>2d. 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><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. 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>2d. 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><b>REVISING AND EDITING</b></p> <p><b>Revising Rhetorically</b></p>			
<p><b>Writing</b></p> <p>1d. 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.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. Establish and maintain a formal style and objective tone.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. 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>2d. Use precise language and domain-specific vocabulary to</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. 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>2d. Use precise language, domain-specific vocabulary</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<p>1d. &amp; 2e. 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><b>1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy. CA</b></p> <p>2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... revising,... rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the</p>	<p>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>5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Reading for History/Social Studies</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>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>5. Develop and strengthen ..., revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Reading for History/Social Studies</b></p> <p>1. 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.</p> <p>5. 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.</p> <p>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>



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	Grade 6-8	Grades 9-10	Grades 11-12
<p><b>Reading – Informational Text</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Speaking and Listening</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>whole and to an understanding of the topic.</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>).</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p><b>Reading for Science and Technical Subjects</b></p> <p>1. 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.</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<b>Considering Stylistic Choices</b>			
<p><b>Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>Writing</b></p> <p><b>1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA</b></p> <p>2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. &amp; 2e. Establish and maintain a formal style and objective tone.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1c. 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.</p> <p>1d. &amp; 2e. 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>2d. 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><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1c. 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.</p> <p>1d. 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>2d. 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>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<b>Editing the Draft</b>			
<p><b>Language</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. Establish and maintain a formal style and objective tone.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... editing ... focusing on how well purpose and audience have been addressed.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. &amp; 2e. 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>5. Develop and strengthen writing as needed by ...editing ... focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>1d. 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>5. Develop and strengthen writing as needed by ... editing ... focusing on addressing what is most significant for a specific purpose and audience.</p>

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	Grade 6-8	Grades 9-10	Grades 11-12
<p>when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by ... editing ... (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p>			
<b>Responding to Feedback</b>			
<p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

CCSS for ELA Grades 11-12	CCSS for Literacy in History/Social Studies, Science, and Technical Subjects		
	Grade 6-8	Grades 9-10	Grades 11-12
<b>Reflecting on the Writing</b>			
<p><i>The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CA CCSS for ELA/Literacy in the preceding sections of the template.</i></p> <p><b>Writing</b></p> <p>5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><i>The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CA CCSS for ELA/Literacy in the preceding sections of the template.</i></p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>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.</p>	<p><i>The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CA CCSS for ELA/Literacy in the preceding sections of the template.</i></p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>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.</p>	<p><i>The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CA CCSS for ELA/Literacy in the preceding sections of the template.</i></p> <p><b>Writing for History/Social Studies, Science, and Technical Subjects</b></p> <p>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.</p>