other sources of information.

- Critical thinking and problem solving.
- Application of knowledge.
- Evaluation of the accuracy, effectiveness, and efficiency of information.

### Information of Knowledge and Ideas

- Author seeks to address an unanswered question in a text by:
  - Developing a concept or theory.
  - Explaining a concept or theory.
  - Examining the author's evidence in providing an explanation or theory.

### Critical and Logical Thinking

- Analyze the structure of the text to answer these questions:
  1. What is the scope of the topic?
  2. What is the scope of the author's evidence?
  3. What is the scope of the author's reasoning?

### Concept Details

**Grades 9-12 Students:**

- The specific evidence to support analyses of
- The specific evidence to support analyses of

**Grades 7-10 Students:**

- Briefly on research findings, and speculation in a
- Different among facts, reasoning judgment in a
- Diagram model, graph, or table
- Inferences expressed in visual or mathematical form
- Inferences expressed in visual or mathematical form
- Inferences expressed in visual or mathematical form
- Inferences expressed in visual or mathematical form

### Key Ideas and Details

**Grades 7-12 Students:**

- Other sources of information.
- Critical thinking and problem solving.
- Application of knowledge.
- Evaluation of the accuracy, effectiveness, and efficiency of information.

### Information of Knowledge and Ideas

- Author seeks to address an unanswered question in a text by:
  - Developing a concept or theory.
  - Explaining a concept or theory.
  - Examining the author's evidence in providing an explanation or theory.

### Critical and Logical Thinking

- Analyze the structure of the text to answer these questions:
  1. What is the scope of the topic?
  2. What is the scope of the author's evidence?
  3. What is the scope of the author's reasoning?

### Concept Details

**Grades 9-12 Students:**

- The specific evidence to support analyses of
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- Briefly on research findings, and speculation in a
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### Key Ideas and Details
<table>
<thead>
<tr>
<th>Grade 9-10 Students</th>
<th>Grade 11-12 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By the end of Grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</td>
<td>10. Reading and level of text complexity</td>
</tr>
<tr>
<td>Synthesize information from a range of sources.</td>
<td>Synthesize information from a range of sources.</td>
</tr>
<tr>
<td>Compare and contrast findings presented in a text with findings from other sources.</td>
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</tr>
<tr>
<td>Comprehend previous explanations or accounts.</td>
<td>Comprehend previous explanations or accounts.</td>
</tr>
<tr>
<td>Resolve conflicting information in concept-resolution strategies.</td>
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</tr>
<tr>
<td>Identify the elements of a process (6-8 texts) with supporting experimental evidence (9-12 texts).</td>
<td>Identify the elements of a process (6-8 texts) with supporting experimental evidence (9-12 texts).</td>
</tr>
<tr>
<td>Recognize the role of different sources in a text.</td>
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</tr>
<tr>
<td>Analyze and evaluate arguments and strategies presented in a text.</td>
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<td>Draw conclusions that are supported by evidence in a text.</td>
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<td>Interpret evidence presented in a text.</td>
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Integration of Knowledge and Ideas:
- Utilize multiple sources of information to support arguments and theories presented in a text.
- Synthesize information from a range of sources to form a comprehensive understanding of a topic.
- Analyze and evaluate evidence presented in a text to support arguments or theories.

Reaching Standards for Literacy in Science and Technical Subjects 6-12
- Utilize multiple sources of information to support arguments and theories presented in a text.
- Synthesize information from a range of sources to form a comprehensive understanding of a topic.
- Analyze and evaluate evidence presented in a text to support arguments or theories.

Range of Reading and Level of Text Complexity
- Utilize multiple sources of information to support arguments and theories presented in a text.
- Synthesize information from a range of sources to form a comprehensive understanding of a topic.
- Analyze and evaluate evidence presented in a text to support arguments or theories.

Content Knowledge
- Utilize multiple sources of information to support arguments and theories presented in a text.
- Synthesize information from a range of sources to form a comprehensive understanding of a topic.
- Analyze and evaluate evidence presented in a text to support arguments or theories.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Text Types and Processes:

Grades 6-8 Students:

1. Write arguments focused on discipline-specific claims.
2. Introduce claims and distinguish the evidence that supports the claims.
3. Support claims with logical reasoning and relevant evidence.
4. Reason by elimination and evidence logically.
5. Address the audience appropriately and ensure the coherence of the argument.
6. Write arguments focused on discipline-specific claims.
7. Introduce claims and distinguish the evidence that supports the claims.
8. Support claims with logical reasoning and relevant evidence.
10. Address the audience appropriately and ensure the coherence of the argument.

Grades 1-2 Students:

1. Write arguments focused on discipline-specific claims.
2. Introduce claims and distinguish the evidence that supports the claims.
3. Support claims with logical reasoning and relevant evidence.
4. Reason by elimination and evidence logically.
5. Address the audience appropriately and ensure the coherence of the argument.
6. Write arguments focused on discipline-specific claims.
7. Introduce claims and distinguish the evidence that supports the claims.
8. Support claims with logical reasoning and relevant evidence.
10. Address the audience appropriately and ensure the coherence of the argument.

Additional Standards:

1. CCR anchor standards apply to all students in literacy work in language to college and career readiness expectations. The CCR standards provide high-level concepts for K-12 writing in history/social studies, science, and technical subjects and build in the K-5 writing standards. The standards below refer to grades 6-12. Structural subjects.
### Requirement

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>A. Identify the topic, including the title.</td>
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<td>A. Identify the topic, including the title.</td>
</tr>
<tr>
<td>B. Identify the main ideas and supporting details.</td>
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</tr>
<tr>
<td>C. Identify the author(s) and other contributors.</td>
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<tr>
<td>D. Identify the source(s) and other relevant information.</td>
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</tr>
<tr>
<td>E. Identify the purpose of the text.</td>
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<tr>
<td>F. Identify the argument, if any.</td>
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### Writing Standards for Literary in History/Social Studies, Science, and Technical Subjects 6-12

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<tr>
<th>Grades 11-12 Students:</th>
<th>Grades 9-10 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text, figures, tables, and references.</td>
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</tr>
<tr>
<td>Use information/expository texts, including the</td>
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<td></td>
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audience

1. The criteria of developing a purposeful and appropriate to the task, purpose, and audience, 2. single sign of a department's purpose, and audience, 3. single sign of a purpose, and audience, 4. single sign of a purpose, and audience.

a standard format for the task, purpose, and audience, 2. single sign of a purpose, and audience, 3. single sign of a purpose, and audience.

6. The criteria of developing a purposeful and appropriate to the task, purpose, and audience, 2. single sign of a purpose, and audience, 3. single sign of a purpose, and audience, 4. single sign of a purpose, and audience.

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Research to build and distribute knowledge

7. The criteria of developing a purposeful and appropriate to the task, purpose, and audience, 2. single sign of a purpose, and audience, 3. single sign of a purpose, and audience, 4. single sign of a purpose, and audience.

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5. The criteria of developing a purposeful and appropriate to the task, purpose, and audience, 2. single sign of a purpose, and audience, 3. single sign of a purpose, and audience.

Production and Distribution of Writing

4. The criteria of developing a purposeful and appropriate to the task, purpose, and audience, 2. single sign of a purpose, and audience, 3. single sign of a purpose, and audience.

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