FLS WHST
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Grades	6-8	9-10	11-12

WHST 1.	Cluster 1 : Text Types and Purposes		
	LAFS.68.WHST.1.1	**LAFS.910.WHST.1.1**	**LAFS.1112.WHST.1.1**
1.1 Argument	Write arguments focused on *discipline-specific content*.	Write arguments focused on *discipline-specific content.*	Write arguments focused *on discipline-specific content*.
	a. 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.	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	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.	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	b. Develop claim(s) and counter-claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	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.	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.
	d. Establish and maintain a formal style.	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2	LAFS.910.WHST.1.2	LAFS.1112.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	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.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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.	a. Introduce a topic; organize complex 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.	a. Introduce a topic; 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	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.	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.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	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.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

1.2 Informative/Explanatory

There is no WHST 1.3 (narrative) in grades 6-12.

WHST 2.	Cluster 2:	Production and Distribution of Writing	
2.4 Task, purpose, and audience	LAFS.68.WHST.2.4	LAFS.910.WHST.2.4	LAFS.1112.WHST.2.4
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.5 Revise, edit	LAFS.68.WHST.2.5	LAFS.910.WHST.2.5	LAFS.1112.WHST.2.5
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2.6 Use technology	LAFS.68.WHST.2.6	LAFS.910.WHST.2.6	LAFS.1112.WHST.2.6
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST 3.	Cluster 3: Research to Build and Present Knowledge		
3.7 Research	**LAFS.68.WHST.3.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**LAFS.910.WHST.3.7** 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.	**LAFS.1112.WHST.3.7** 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.
3.8 Gather, assess evidence	**LAFS.68.WHST.3.8** Gather relevant information from multiple print and digital sources, 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.	**LAFS.910.WHST.3.8** 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**LAFS.1112.WHST.3.8** 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 overreliance on any one source and following a standard format for citation.
3.9 Support analysis	**LAFS.68.WHST.3.9** Draw evidence from informational texts to support analysis reflection, and research.	**LAFS.910.WHST.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**LAFS.1112.WHST.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST 4.	Cluster 4: Range of Writing		
4.10 Write routinely	**LAFS.68.WHST.4.10** 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.	**LAFS.910.WHST.4.10** 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.	**LAFS.1112.WHST.4.10** 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.