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| **Strand: LAFS. 1112.** **WHST: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12** |
| **Standard and CPALMS Site Link** | **Suggested CPALMS Lesson Plans and Related Resources** |
| [LAFS.1112.WHST.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/6224)Write arguments focused on discipline-specific content.1. 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.
2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

Cluster: Text Types and PurposesContent Complexity: Level 4: Extended Thinking & Complex Reasoning Strategic Thinking & Complex Reasoning | STEM Lesson Plan: [Cleaning Up Your Act](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/31745) Lesson Plan: [Loss of Vision in Astronauts](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/163252)STEM Lesson Plan: [Movie Theater MEA](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/44574)Text Resources: [By the Skin of Their Suits](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/66167)Text Resource: [What is the Great Pacific Ocean Garbage Patch?](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/57096) |
| [LAFS.1112.WHST.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/6243)Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.1. 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.
2. 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.
3. 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.
4. 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.
5. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Cluster: Text Types and PurposesContent Complexity: Level 4: Extended Thinking & Complex Reasoning | Lesson Plan: [Amusement Park Physics](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28888)Lesson Plan: [House Hunting!](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/74628)Lesson Plan: [Picturing World Wars: The Great War & the Greatest Generation at War](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/60278) Text Resource: [Understanding Uncertainty: What Was the Probability of Obama Winning?](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/65691) Text Resource: [Gravitational Waves Detected 100 Years After Einstein’s Predication](http://www.cpalms.org/Public/PreviewResourceUpload/Preview/156345) |
| [LAFS.1112.WHST.2.4](http://www.cpalms.org/Public/PreviewStandard/Preview/6244)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Cluster: Production and DistributionContent Complexity: Level 3: Strategic Thinking & Complex Reasoning | Lesson Plan: [My first credit card!](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/76488)Lesson Plan: [Reading Like a Historian: Snapshot Autobiography](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/37203) |
| [LAFS.1112.WHST.2.5](http://www.cpalms.org/Public/PreviewStandard/Preview/6245)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.Cluster: Production and DistributionContent Complexity: Level 3: Strategic Thinking & Complex Reasoning | Professional Development: [Branching Out: Growing Literacy Skills in Writing](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/150085) |
| [LAFS.1112.WHST.2.6](http://www.cpalms.org/Public/PreviewStandard/Preview/6246)Use technology, including the Internet, to produce and publish writing and update individual or shared writing products in response to ongoing feedback, including new arguments or information.Cluster: Production and DistributionContent Complexity: Level 2: Basic Application of Skills & Concepts | Professional Development: [Branching Out: Growing Literacy Skills in Writing](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/150085) |
| [LAFS.1112.WHST.3.7](http://www.cpalms.org/Public/PreviewStandard/Preview/6248)Conduct short 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.Cluster: Research to Build and Present KnowledgeContent Complexity: Level 4: Extended Thinking & Complex Reasoning | Lesson Plan: [Civil Rights: An Investigation](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/59581)Lesson Plan: [Pay Credit When Credit is Due](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/59625)Teaching Idea: [Endangered Species Worldwide](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/23862)  |
| [LAFS.1112.WHST.3.8](http://www.cpalms.org/Public/PreviewStandard/Preview/6249)Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.Cluster: Research to Build and Present KnowledgeContent Complexity: Level 3: Strategic Thinking & Complex Reasoning | Lesson Plan: [If at First You Don’t Succeed: Drafting the Declaration of Independence](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/59621) |
| [LAFS.1112.WHST.3.9](http://www.cpalms.org/Public/PreviewStandard/Preview/6250)Draw evidence from informational texts to support analysis reflection, and research.Cluster: Research to Build and Present KnowledgeContent Complexity: Level 3: Strategic Thinking & Complex Reasoning | Lesson Plan: [Cell-U-Lar Wars~ What Will Survive? Binary Fission Versus Mitotic Cell Division](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/128906)Lesson Plan: [Drama in the Deep](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/156243)Lesson Plan: [Presidential Learning](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/59532)Text Resource: [Hurricane Sandy was New York’s “Self-Inflicted Calamity”](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/64394)Text Resource: [Sustainable Farming](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/57392) |
| [LAFS.1112.WHST.4.10](http://www.cpalms.org/Public/PreviewStandard/Preview/6251)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.Cluster: Range of WritingContent Complexity: Level 3: Strategic Thinking & Complex Reasoning | Lesson Plan: [Deadly Decomposition-Fungi](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/46888)Lesson Plan: [The Specifics of Supply and Demand](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/61886) |