



Grades 6-12
Arkansas
Disciplinary Literacy Standards
2016
Resource for Fine Arts

Introduction

The Arkansas Disciplinary Literacy Standards for Grades 6-12 describe the requisite knowledge and skills for reading and writing in history/social studies, science, and technical subjects such as fine arts (music, visual art, theatre, and dance). Although the standards are divided into Reading and Writing strands for conceptual clarity, the processes of communication are closely connected and should be integrated during instruction. The reading standards are further divided into Reading in History/Social Studies and Reading in Science and Technical Subjects.

The goal of these standards is to prepare students for success as they enter the workforce or higher education institutions. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

The Arkansas Disciplinary Literacy Standards for Grades 6-12 are built from the same anchor standards as the Arkansas English Language Arts Standards, which supports alignment of the standards across the disciplines. Disciplinary literacy should not be confused with the content area of English Language Arts, which focuses on learning the English language, reading literature and literary nonfiction, and writing about related topics. Therefore, the Arkansas Disciplinary Literacy Standards allow flexibility for each discipline to define the types of texts and forms of writing that are unique and appropriate for each domain. For example, argumentative writing might take on the form of writing an explanation for an investigation in science, or writing an account of history that synthesizes and corroborates information from a variety of primary and secondary sources. The same type of differentiation is also true for reading. Texts in science might include articles from scientific journals, lab reports, white papers on scientific topics, diagrams, and data displays. Texts in history might include diaries, newspaper articles, maps, eyewitness accounts, and photographs.

While these standards support literacy (reading and writing), they do not take the place of content standards in fine arts; instead, they support content acquisition through reading and provide opportunities to demonstrate learning through writing. Developing literacy skills becomes a shared responsibility across all content areas as each discipline provides reading and writing instruction as appropriate for its domain.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

How the Anchor Standards are Labeled

R

CCR

1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

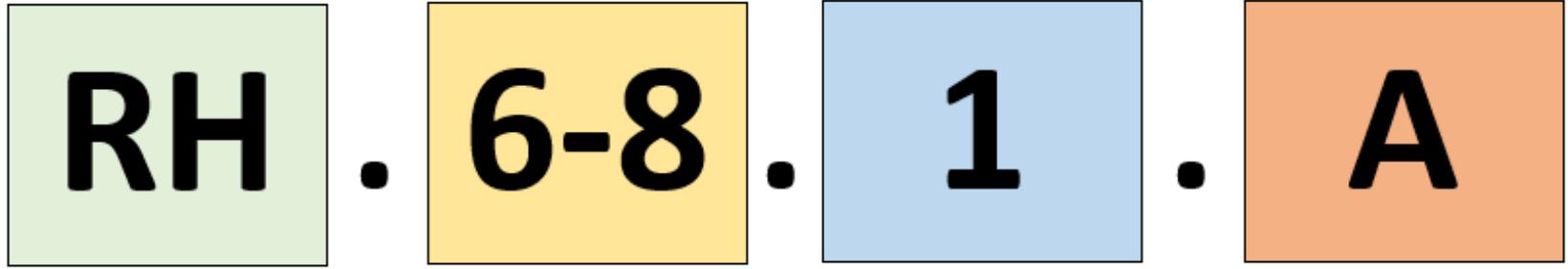
Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the Disciplinary Literacy Standards are Labeled



The letter in the first position represents the strand.

Reading: History/Social Studies Texts (RH)

Reading: Science and Technical Texts (RST)

Writing: History/Social Studies, Science, or Technical Texts (WHST)

The numbers in the second position represent the grade band.

The number in the third position represents the standard.

Some standards are broken into segments that are represented by a letter in the fourth position.

Arkansas Anchor Standards for Reading 6-12

The Arkansas Disciplinary Literacy Standards for college and career readiness on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Key Ideas and Details		
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	RST.11-12.1 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.
Teacher Notes		
RST.6-8.1 Visual Art Examples of specific texts: prints, sculpture, painting, installation art samples, artist bios, movements and art periods as associated in art production. RST.6-8.1 Music Examples of specific texts: musical scores/parts, recordings (e.g., audio, visual), live performances, and written documents such as textbooks and magazine articles. Examples of textual evidence: elements of music written in the score (e.g., pitch,	RST.9-10.1 Visual Art Examples of specific texts: prints, sculpture, painting, installation art samples, artist bios, movements and art periods as associated in art production. RST.9-10.1 Music Examples of specific texts: musical scores/parts, recordings (e.g., audio, visual), live performances, and written documents such as textbooks and magazine articles. Examples of textual evidence: elements of music written in the score (e.g., pitch,	RST.11-12.1 Visual Art Examples of specific texts: prints, sculpture, painting, installation art samples, artist bios, movements and art periods as associated in art production. RST.11-12.1 Music Examples of specific texts: musical scores/parts, recordings (e.g., audio, visual), live performances, and written documents such as textbooks and magazine articles. Examples of textual evidence: elements of music written in the score (e.g., pitch,

<p>rhythm, or expressive markings) that give instructions to the musician. For example, students know to sing or play softly because there is a dynamic indication of <i>mp</i> at measure 14.</p> <p>RST.6-8.1 Theatre Examples of specific texts: improvisational prompts, written plays, play productions (e.g., in-class performances, live performances) Examples of evidence: specific quotes from dialogue and monologues and stage directions</p>	<p>rhythm, or expressive markings) that give instructions to the musician. For example, students know to sing or play softly because there is a dynamic indication of <i>mp</i> at measure 14.</p> <p>RST.9-10.1 Theatre Examples of specific texts: improvisational prompts, written plays, play productions (e.g., in-class performances, live performances) Examples of evidence: specific quotes from dialogue and monologues and stage directions</p>	<p>rhythm, or expressive markings) that give instructions to the musician. For example, students know to sing or play softly because there is a dynamic indication of <i>mp</i> at measure 14.</p> <p>RST.11-12.1 Theatre Examples of specific texts: improvisational prompts, written plays, play productions (e.g., in-class performances, live performances) Examples of evidence: specific quotes from dialogue and monologues and stage directions</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Key Ideas and Details		
<p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
Teacher Notes		
<p>RST.6-8.2 Visual Art Examples of questions to ask when presenting specific visual art text: What do you see? What did the artist think? What medium was used? How do the aesthetics of that particular time in history impact the making of the art?</p> <p>RST.6-8.2 Music Central ideas and conclusions can include the mood or style of a piece of music based on the text (vocal music) and/or the musical elements it contains (e.g., tempo, articulations, dynamics, or Major/minor mode). For example, students know the piece is a lullaby</p>	<p>RST.9-10.2 Visual Art Examples of questions to ask when presenting specific visual art text: What do you see? What did the artist think? What medium was used? How do the aesthetics of that particular time in history impact the making of the art?</p> <p>RST.9-10.2 Music Central ideas and conclusions can include the mood or style of a piece of music based on the text (vocal music) and/or the musical elements it contains (e.g., tempo, articulations, dynamics, or Major/minor mode). For example, students know the piece is a lullaby</p>	<p>RST.11-12.2 Visual Art Examples of questions to ask when presenting specific visual art text: What do you see? What did the artist think? What medium was used? How do the aesthetics of that particular time in history impact the making of the art?</p> <p>RST.11-12.2 Music Central ideas and conclusions can include the mood or style of a piece of music based on the text (vocal music) and/or the musical elements it contains (e.g., tempo, articulations, dynamics, or Major/minor mode). For example, students know the piece is a lullaby</p>

<p>based on the soft dynamics, slow tempo, and legato phrase markings.</p> <p>RST.6-8.2 Theatre Examples of text: improvisational prompts, written plays, play productions, in-class performances, live performances Example of prior knowledge or opinions: bias</p>	<p>based on the soft dynamics, slow tempo, and legato phrase markings.</p> <p>RST.9-10.2 Theatre Examples of text: improvisational prompts, written plays, play productions, in-class performances, live performances Example of prior knowledge or opinions: bias</p>	<p>based on the soft dynamics, slow tempo, and legato phrase markings.</p> <p>RST.11-12.2 Theatre Examples of text: improvisational prompts, written plays, play productions, in-class performances, live performances Example of prior knowledge or opinions: bias</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Key Ideas and Details		
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments taking measurements, or performing technical tasks.	RST.9-10.3 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.	RST.11-12.3 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.
Teacher Notes		
RST.6-8.3 Visual Art Examples of multistep procedures or tasks: process sketch with revisions, setting up a palette, clay preparation, surface subtraction and addition, use of mediums for a specific surface, paint/water/brush placement in association with working surface, cleanup procedures, five-step creative process, four-step critique process, walking through museums and galleries RST.6-8.3 Music Examples of multi-step procedures: daily warmups, concert etiquette, instrument	RST.9-10.3 Visual Art Examples of multistep procedures or tasks: process sketch with revisions, setting up a palette, clay preparation, surface subtraction and addition, use of mediums for a specific surface, paint/water/brush placement in association with working surface, cleanup procedures, five-step creative process, four-step critique process, walking through museums and galleries RST.9-10.3 Music Examples of multi-step procedures: daily warmups, concert etiquette, instrument	RST.11-12.3 Visual Art Examples of multistep procedures or tasks: process sketch with revisions, setting up a palette, clay preparation, surface subtraction and addition, use of mediums for a specific surface, paint/water/brush placement in association with working surface, cleanup procedures, five-step creative process, four-step critique process, walking through museums and galleries RST.11-12.3 Music Examples of multi-step procedures: daily warmups, concert etiquette, instrument

<p>maintenance, entering/exiting the rehearsal or concert hall Other examples: sight reading/sight singing a piece of music following the teacher's procedures for learning a new piece of music (i.e., clapping/counting rhythms, solfege/singing, singing/playing on instruments)</p> <p>RST.6-8.3 Theatre Examples of multistep procedure: audience etiquette, script scoring, script writing, rehearsal, warm-ups Example: verbal or written clarification or summary Example of prior knowledge or opinions: bias</p>	<p>maintenance, entering/exiting the rehearsal or concert hall Other examples: sight reading/sight singing a piece of music following the teacher's procedures for learning a new piece of music (i.e., clapping/counting rhythms, solfege/singing, singing/playing on instruments)</p> <p>RST.9-10.3 Theatre Examples of multistep procedure: audience etiquette, script scoring, script writing, rehearsal, warm-ups Example: verbal or written clarification or summary Example of prior knowledge or opinions: bias</p>	<p>maintenance, entering/exiting the rehearsal or concert hall Other examples: sight reading/sight singing a piece of music following the teacher's procedures for learning a new piece of music (i.e., clapping/counting rhythms, solfege/singing, singing/playing on instruments)</p> <p>RST.11-12.3 Theatre Examples of multistep procedure: audience etiquette, script scoring, script writing, rehearsal, warm-ups Example: verbal or written clarification or summary Example of prior knowledge or opinions: bias</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Craft and Structure		
RST.6-8.4 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 Grades 6-8 texts and topics.	RST.9-10.4 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 grades 9–10 texts and topics.	RST.11-12.4 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 grades 11-12 texts and topics.
Teacher Notes		
<p>Domain-specific words and phrases refer to words that are most often used only by a particular discipline (e.g., time signature, sculpture, pointillism,)</p> <p>In addition, some commonly used words have a particular meaning in a discipline and that specific meaning must be shared with students to aid their understanding. For example, the word line means something different in the cafeteria than it does on a number line in math, on a canvas in art, and on a score in music.</p>		
RST.6-8.4 Visual Art Examples of symbols and key terms: defining artist use of representation through subjects, settings, and postures, logos, verses, icons, perspectives, clay bodies, pigment additives See Visual Art K-8 Academic Standards vocabulary.	RST.9-10.4 Visual Art Examples of symbols and key terms: defining artist use of representation through subjects, settings, and postures, logos, verses, icons, perspectives, clay bodies, pigment additives See Visual Art I Academic Standards vocabulary.	RST.11-12.4 Visual Art Examples of symbols and key terms: defining artist use of representation through subjects, settings, and postures, logos, verses, icons, perspectives, clay bodies, pigment additives See Visual Art I Academic Standards vocabulary.

<p>RST.6-8.4 Music Examples of written symbols contained within the text: accidentals (#), articulation markings (e.g., accents, staccato), dynamic markings (e.g., mp, ff), time signatures, key signatures Examples of key terms contained within the text: dolce, legato, marcato, allegro, da capo Domain-specific words and phrases are technical terminology not necessarily contained within the text, but related to the correct performance of it. For example, student understanding of the terms embouchure, tessitura, tone quality, or phonation is necessary for the proper performance of a piece of music.</p> <p>RST.6-8.4 Theatre Examples: tactic, motivation, trait, genre</p>	<p>RST.9-10.4 Music Examples of written symbols contained within the text: accidentals (#), articulation markings (e.g., accents, staccato), dynamic markings (e.g., mp, ff), time signatures, key signatures Examples of key terms contained within the text: dolce, legato, marcato, allegro, da capo Domain-specific words and phrases are technical terminology not necessarily contained within the text, but related to the correct performance of it. For example, student understanding of the terms embouchure, tessitura, tone quality, or phonation is necessary for the proper performance of a piece of music.</p> <p>RST.9-10.4 Theatre Examples: tactic, motivation, trait, genre</p>	<p>RST.11-12.4 Music Examples of written symbols contained within the text: accidentals (#), articulation markings (e.g., accents, staccato), dynamic markings (e.g., mp, ff), time signatures, key signatures Examples of key terms contained within the text: dolce, legato, marcato, allegro, da capo Domain-specific words and phrases are technical terminology not necessarily contained within the text, but related to the correct performance of it. For example, student understanding of the terms embouchure, tessitura, tone quality, or phonation is necessary for the proper performance of a piece of music.</p> <p>RST.11-12.4 Theatre Examples: tactic, motivation, trait, genre</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Craft and Structure		
<p>RST.6-8.5 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>RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
Teacher Notes		
<p>RST.6-8.5 Visual Art Examples of text structure: 7 elements and 9 principals in relation to the overall composition, rule of thirds, golden mean, application of Fibonacci theorem</p> <p>RST.6-8.5 Music Text organization in music can be the musical form of a piece (e.g., ABA, strophic, theme and variations, call and response). Students should know how each section of the piece relates to the whole (e.g., how the B section of a ternary form piece relates to the other sections). Students should also know how their individual part fits within the context of the other parts (e.g., soprano to alto,</p>	<p>RST.9-10.5 Visual Art Examples of text structure: 7 elements and 9 principals in relation to the overall composition, rule of thirds, golden mean, application of Fibonacci theorem</p> <p>RST.9-10.5 Music Text organization in music can be the musical form of a piece (e.g., ABA, strophic, theme and variations, call and response). Students should know how each section of the piece relates to the whole (e.g., how the B section of a ternary form piece relates to the other sections). Students should also know how their individual part fits within the context of the other parts (e.g., soprano to alto,</p>	<p>RST.11-12.5 Visual Art Examples of text structure: 7 elements and 9 principals in relation to the overall composition, rule of thirds, golden mean, application of Fibonacci theorem</p> <p>RST.11-12.5 Music Text organization in music can be the musical form of a piece (e.g., ABA, strophic, theme and variations, call and response). Students should know how each section of the piece relates to the whole (e.g., how the B section of a ternary form piece relates to the other sections). Students should also know how their individual part fits within the context of the other parts (e.g., soprano to alto,</p>

<p>violin to cello, clarinet to bassoon).</p> <p>RST.6-8.5 Theatre Examples of structure: elements of a play (e.g., scenes, acts, stage directions), elements of a performance (e.g., pacing, mood), technical elements (e.g., makeup, costume, props, set, lighting), acting roles, technical roles (e.g., director, designer, crew member)</p>	<p>violin to cello, clarinet to bassoon).</p> <p>RST.9-10.5 Theatre Examples of structure: elements of a play (e.g., scenes, acts, stage directions), elements of a performance (e.g., pacing, mood), technical elements (e.g., makeup, costume, props, set, lighting), acting roles, technical roles (e.g., director, designer, crew member)</p>	<p>violin to cello, clarinet to bassoon).</p> <p>RST.11-12.5 Theatre Examples of structure: elements of a play (e.g., scenes, acts, stage directions), elements of a performance (e.g., pacing, mood), technical elements (e.g., makeup, costume, props, set, lighting), acting roles, technical roles (e.g., director, designer, crew member)</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Craft and Structure		
RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.9-10.6 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.	RST.11-12.6 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.
Teacher Notes		
RST.6-8.6 Visual Art Examples of artist purpose: the influence of art medias, world wars, cultural and gender rights, individual self-perception RST.6-8.6 Music Examples of point of view or perspective can include a composer’s musical style (e.g., Baroque or Jazz), sociopolitical background (e.g., Shostakovich and the Russian regime, Haydn and the Esterhazy court), and historical events during the composer’s life. Examples of purpose can include the reasons for which a piece of music was written, such as a special occasion (e.g.,	RST.9-10.6 Visual Art Examples of artist purpose: the influence of art medias, world wars, cultural and gender rights, individual self-perception RST.9-10.6 Music Examples of point of view or perspective can include a composer’s musical style (e.g., Baroque or Jazz), sociopolitical background (e.g., Shostakovich and the Russian regime, Haydn and the Esterhazy court), and historical events during the composer’s life. Examples of purpose can include the reasons for which a piece of music was written, such as a special occasion (e.g.,	RST.11-12.6 Visual Art Examples of artist purpose: the influence of art medias, world wars, cultural and gender rights, individual self-perception RST.11-12.6 Music Examples of point of view or perspective can include a composer’s musical style (e.g., Baroque or Jazz), sociopolitical background (e.g., Shostakovich and the Russian regime, Haydn and the Esterhazy court), and historical events during the composer’s life. Examples of purpose can include the reasons for which a piece of music was written, such as a special occasion (e.g.,

<p>funeral, celebration, or holiday) or commissioned work.</p> <p>RST.6-8.6 Theatre Example: the use of stage directions, dialogue, monologue, or soliloquy</p>	<p>funeral, celebration, or holiday) or commissioned work.</p> <p>RST.9-10.6 Theatre Example: the use stage of directions, dialogue, monologue, or soliloquy</p>	<p>funeral, celebration, or holiday) or commissioned work.</p> <p>RST.11-12.6 Theatre Example: the use stage of directions, dialogue, monologue, or soliloquy</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Integration of Knowledge and Ideas		
RST.6-8.7 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).	RST.9-10.7 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.	RST.11-12.7 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.
Teacher Notes		
Across science and technical subjects, students read a text differently than they read a text for English class. Most stories, dramas, and poems, unless they are graphic novels, consists of prose with few if any illustrations. However, science and technical texts often include flowcharts, diagrams, models, graphs, tables, musical scores, artworks, or cue sheets. It is critical that students understand that they must alternate between reading the prose and analyzing the graphic information that supports and clarifies the prose. To fully understand the text, students must continue this back and forth comparison between prose and graphic representations until they understand what they have read or have identified where their understanding has broken down and know what questions that they must get help to answer to clarify their understanding.		
RST.6-8.7 Visual Art Example of quantitative or technical information: art history timeline with supportive images of paintings, sculpture, architecture, and craft.	RST.9-10.7 Visual Art Example of quantitative or technical information: art history timeline with supportive images of paintings, sculpture, architecture, and craft.	RST.11-12.7 Visual Art Example of quantitative or technical information: art history timeline with supportive images of paintings, sculpture, architecture, and craft.

<p>RST.6-8.7 Music Students are making connections between the printed music and the performance of the music for the purpose of deeper understanding of the music. A teacher may perform a crescendo so the students have a better idea of what the term and symbol mean. They may be involved in listening to a recording or watching a live performance while following along in the score or parts, connecting what they see on the page with what they hear in performance. Students could also listen to a recording and compare and contrast what is on the printed page with the specific interpretation of the performance. For example, students can evaluate whether the dynamics or articulations notated in the score were correctly observed by the performers.</p> <p>RST.6-8.7 Theatre Example: read a play and create cue sheets (e.g., sound, lighting), plots (e.g., makeup, costume, lighting), stage blocking diagrams</p>	<p>RST.9-10.7 Music Students are making connections between the printed music and the performance of the music for the purpose of deeper understanding of the music. A teacher may perform a crescendo so the students have a better idea of what the term and symbol mean. They may be involved in listening to a recording or watching a live performance while following along in the score or parts, connecting what they see on the page with what they hear in performance. Students could also listen to a recording and compare and contrast what is on the printed page with the specific interpretation of the performance. For example, students can evaluate whether the dynamics or articulations notated in the score were correctly observed by the performers.</p> <p>RST.9-10.7 Theatre Example: read a play and create cue sheets (e.g., sound, lighting), plots (e.g., makeup, costume, lighting), stage blocking diagrams</p>	<p>RST.11-12.7 Music Students are making connections between the printed music and the performance of the music for the purpose of deeper understanding of the music. A teacher may perform a crescendo so the students have a better idea of what the term and symbol mean. They may be involved in listening to a recording or watching a live performance while following along in the score or parts, connecting what they see on the page with what they hear in performance. Students could also listen to a recording and compare and contrast what is on the printed page with the specific interpretation of the performance. For example, students can evaluate whether the dynamics or articulations notated in the score were correctly observed by the performers.</p> <p>RST.11-12.7 Theatre Example: read a play and create cue sheets (e.g., sound, lighting), plots (e.g., makeup, costume, lighting), stage blocking diagrams</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Integration of Knowledge and Ideas		
<p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>RST.9-10.8 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>RST.11-12.8 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>
Teacher Notes		
<p>RST.6-8.8 Visual Art Students analyze the advancement in art equipment, materials, and processes; research the production of art in times of conflict vs. peace; or analyze the various roles of photography in technology and historical context.</p> <p>RST.6-8.8 Music Students distinguish among, assess, and evaluate various performance practices based on what is notated in the music and what is stylistically appropriate, rather than by assumption or personal preference. This can include performing the music themselves or listening to or</p>	<p>RST.6-8.8 Visual Art Students analyze the advancement in art equipment, materials, and processes; research the production of art in times of conflict vs. peace; or analyze the various roles of photography in technology and historical context.</p> <p>RST.6-8.8 Music Students distinguish among, assess, and evaluate various performance practices based on what is notated in the music and what is stylistically appropriate, rather than by assumption or personal preference. This can include performing the music themselves, or listening to or</p>	<p>RST.11-12.8 Visual Art Students analyze the advancement in art equipment, materials, and processes; research the production of art in times of conflict vs. peace; or analyze the various roles of photography in technology and historical context.</p> <p>RST.11-12.8 Music Students distinguish among, assess, and evaluate various performance practices based on what is notated in the music and what is stylistically appropriate, rather than by assumption or personal preference. This can include performing the music themselves, or listening to or</p>

<p>watching others' performance. For example, Baroque music will be performed differently than rock and roll.</p> <p>RST.6-8.8 Theatre Example: supporting creative choices (e.g., characterization, blocking, costume design) with research and analysis</p>	<p>watching others' performance. For example, Baroque music will be performed differently than rock and roll.</p> <p>RST.6-8.8 Theatre Example: supporting creative choices (e.g., characterization, blocking, costume design) with research and analysis.</p>	<p>watching others' performance. For example, Baroque music will be performed differently than rock and roll.</p> <p>RST.11-12.8 Theatre Example: supporting creative choices (e.g., characterization, blocking, costume design) with research and analysis</p>
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Integration of Knowledge and Ideas		
<p>RST.6-8.9 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>RST.9-10.9 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>RST.11-12.9 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>
Teacher Notes		
<p>RST.6-8.9 Visual Art Students may compare and contrast art media and reflect on methods and procedures via video, images, gallery and museum tours. Students may participate in self-process reflection.</p> <p>RST.6-8.9 Music Students may be asked to compare and contrast two different musical works in relation to style, text setting, and/or mood. For example, a choir may look at two different settings of the same text, or a band may compare two different Sousa marches.</p>	<p>RST.9-10.9 Visual Art Students may compare and contrast art media and reflect on methods and procedures via video, images, gallery and museum tours. Students may participate in self-process reflection.</p> <p>RST.9-10.9 Music Students may be asked to compare and contrast two different musical works in relation to style, text setting, and/or mood. For example, a choir may look at two different settings of the same text, or a band may compare two different Sousa marches.</p>	<p>RST.11-12.9 Visual Art Students may compare and contrast art media and reflect on methods and procedures via video, images, gallery and museum tours. Students may participate in self-process reflection.</p> <p>RST.11-12.9 Music Students may be asked to compare and contrast two different musical works in relation to style, text setting, and/or mood. For example, a choir may look at two different settings of the same text, or a band may compare two different Sousa marches.</p>

RST.6-8.9 Theatre Example: read a play and compare it to a live or recorded performance of the play	RST.9-10.9 Theatre Example: read a play and compare it to a live or recorded performance of the play	RST.11-12.9 Theatre Example: read a play and compare it to a live or recorded performance of the play
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Reading Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Range of Reading and Level of Text Complexity		
RST.6-8.10 By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
Teacher Notes		
<p>RST.6-8.10 Visual Art Students should be examining and critiquing visual art text that are grade appropriate independently and proficiently.</p> <p>RST.6-8.10 Music Students should be reading and performing various exercises and musical works (and, for vocal music, texts) that are grade-appropriate with a high level of proficiency. Texts about music that are used in the music classroom should be on grade-level for the students.</p> <p>RST.6-8.10 Theatre Examples of texts: improvisational prompts, written plays, play productions</p>	<p>RST.9-10.10 Visual Art Students should be examining and critiquing visual art text that are grade appropriate independently and proficiently.</p> <p>RST.9-10.10 Music Students should be reading and performing various exercises and musical works (and, for vocal music, texts) that are grade-appropriate with a high level of proficiency. Texts about music that are used in the music classroom should be on grade-level for the students.</p> <p>RST.9-10.10 Theatre Examples of texts: improvisational prompts, written plays, play productions</p>	<p>RST.11-12.10 Visual Art Students should be examining and critiquing visual art text that are grade appropriate independently and proficiently.</p> <p>RST.11-12.10 Music Students should be reading and performing various exercises and musical works (and, for vocal music, texts) that are grade-appropriate with a high level of proficiency. Texts about music that are used in the music classroom should be on grade-level for the students.</p> <p>RST.11-12.10 Theatre Examples of texts: improvisational prompts, written plays, play productions</p>

(e.g., in-class performances, live performances)	(e.g., in-class performances, live performances)	(e.g., in-class performances, live performances)
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Arkansas Anchor Standards for Writing

The Grades 6-12 standards for disciplinary literacy on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

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.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Text Types and Purposes		
<p>Across history/social studies, science and technical subjects, students create different forms of writing than they do for English class or other content areas. History/social studies texts often include charts, graphs, timelines, photographs, videos, and maps. On the other hand, science and technical texts often include flowcharts, diagrams, models, graphs, tables, musical scores, artworks, or cue sheets. It is critical that students know how to incorporate graphic representations that are appropriate for the discipline to support comprehension of the prose they write.</p> <p>Standard 3 is not included as a separate standard in disciplinary literacy. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and possibly reach the same results.</p> <p>Writing standards are listed separately, but in reality, many of these are overlapping processes. Students may be covering several of these standards through one activity.</p> <p>A note about the musical/artistic product: The ongoing processes of generating ideas, editing and revising, self-assessing, and synthesizing new ideas and approaches in the preparation and performance of music/artwork are the same critical thought processes as what go into the production of a written text. If a musical/artistic work can serve as a text to be read, then it can also serve as a text to be written.</p>		
<p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p>	<p>WHST.9-10.1 Write arguments focused on discipline-specific content</p>	<p>WHST.11-12.1 Write arguments focused on discipline-specific content</p>

<p>WHST.6-8.1.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.</p>	<p>WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p>WHST.11-12.1.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 the claim(s), counterclaims, reasons, and evidence.</p>
<p>WHST.6-8.1.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>WHST.9-10.1.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>WHST.11-12.1.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>WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>WHST.9-10.1.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>WHST.11-12.1.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>WHST.6-8.1.D Establish and maintain a formal style.</p>	<p>WHST.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>	<p>WHST.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>

<p>WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>discipline in which they are writing.</p> <p>WHST.9-10.1.E Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>discipline in which they are writing.</p> <p>WHST.11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>Teacher Notes</p>		
<p>WHST.6-8.1 Visual Art Write arguments to support decisions associated with art production, choice, and historical reference. Example: create a brief writing piece such as a student process reflection defending media and or subject choice Example: compare and contrast two pieces of artwork based on similar themes with use of visual art vocabulary content.</p> <p>WHST.6-8.1 Music Students could create brief written assignments. Example: compare and contrast two performances of the same piece, arguing which one is better based on details in the score Example: compare and contrast different pieces of music, arguing which one better evokes a certain mood or style Example: compare and contrast different pieces of music with similar musical elements (e.g., melodic themes, text,</p>	<p>WHST.9-10.1 Visual Art Write arguments to support decisions associated with art production, choice, and historical reference. Example: create a brief writing piece such as a student process reflection defending media and or subject choice Example: compare and contrast two pieces of artwork based on similar themes with use of visual art vocabulary content.</p> <p>WHST.9-10.1 Music Students could create brief written assignments. Example: compare and contrast two performances of the same piece, arguing which one is better based on details in the score Example: compare and contrast different pieces of music, arguing which one better evokes a certain mood or style Example: compare and contrast different pieces of music with similar musical elements (e.g., melodic themes, text,</p>	<p>WHST.11-12.1 Visual Art Write arguments to support decisions associated with art production, choice, and historical reference. Example: create a brief writing piece such as a student process reflection defending media and or subject choice Example: compare and contrast two pieces of artwork based on similar themes with use of visual art vocabulary content.</p> <p>WHST.11-12.1 Music Students could create brief written assignments. Example: compare and contrast two performances of the same piece, arguing which one is better based on details in the score Example: compare and contrast different pieces of music, arguing which one better evokes a certain mood or style Example: compare and contrast different pieces of music with similar musical elements (e.g., melodic themes, text,</p>

<p>mode), arguing which one better evokes that element Example: perform a piece of music with differing interpretations and argue which is the most accurate Students should use appropriate technical terminology and support their arguments with evidence from the text or musical text rather than from personal opinion. Written work should be evaluated for content and quality. It is not necessary for it to be a long (multiple page) written assignment.</p> <p>WHST.6-8.1 Theatre Students can be asked to create writing pieces. Example: compare and contrast two performances of the same play, arguing which one is better based on details from the play Example: support artistic choices made in acting and technical theatre Example: read two plays with the same theme and argue which one conveys the theme better.</p>	<p>mode), arguing which one better evokes that element Example: perform a piece of music with differing interpretations and argue which is the most accurate Students should use appropriate technical terminology and support their arguments with evidence from the text or musical text rather than from personal opinion. Written work should be evaluated for content and quality. It is not necessary for it to be a long (multiple page) written assignment.</p> <p>WHST.9-10.1 Theatre Students can be asked to create writing pieces. Example: compare and contrast two performances of the same play, arguing which one is better based on details from the play Example: support artistic choices made in acting and technical theatre Example: read two plays with the same theme and argue which one conveys the theme better.</p>	<p>mode), arguing which one better evokes that element Example: perform a piece of music with differing interpretations and argue which is the most accurate Students should use appropriate technical terminology and support their arguments with evidence from the text or musical text rather than from personal opinion. Written work should be evaluated for content and quality. It is not necessary for it to be a long (multiple page) written assignment.</p> <p>WHST.11-12.1 Theatre Students can be asked to create writing pieces. Example: compare and contrast two performances of the same play, arguing which one is better based on details from the play Example: support artistic choices made in acting and technical theatre Example: read two plays with the same theme and argue which one conveys the theme better..</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Text Types and Purposes		
<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2.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>WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2.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>WHST.9-10.2.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>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2.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>WHST.11-12.2.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>WHST.6-8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2.E Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>WHST.9-10.2.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>WHST.9-10.2.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>WHST.9-10.2.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.</p> <p>WHST.9-10.2.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)</p>	<p>WHST.11-12.2.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>WHST.11-12.2.D 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>WHST.11-12.2.E 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).</p> <p>WHST.11-12.2.F No 2.F at this grade level</p>
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Teacher Notes

WHST.6-8.2 Visual Art

Students might be asked to write a brief description on the sequence used in the production of artwork, creating instructions in a step by step process with relationships between steps and, using visual arts terminology, explain the process to the level that the product may be reproduced.

Students might be asked to write a brief description of a piece of art based on research using visual arts terminology and describing artist intention in meaning.

WHST.6-8.2 Music

Activities could include short written assignments.

Example: outline appropriate procedures for instrument maintenance, warmup, technique/posture, or sight reading

Example: write a brief biography of a composer or musician

Example: write an explanation of the background of a programmatic work of music.

WHST.6-8.2 Theatre

Students might be asked to write a brief description of: stage blocking, how to use a lighting board, an era of theatre history, the mood of a play, a character

WHST.9-10.2 Visual Art

Students might be asked to write a brief description on the sequence used in the production of artwork, creating instructions in a step by step process with relationships between steps and, using visual arts terminology, explain the process to the level that the product may be reproduced.

Students might be asked to write a brief description of a piece of art based on research using visual arts terminology and describing artist intention in meaning.

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Example: write an explanation of the background of a programmatic work of music.

WHST.9-10.2 Theatre

Students might be asked to write a brief description of: stage blocking, how to use a lighting board, an era of theatre history, the mood of a play, a character

WHST.11-12.2 Visual Art

Students might be asked to write a brief description on the sequence used in the production of artwork, creating instructions in a step by step process with relationships between steps and, using visual arts terminology, explain the process to the level that the product may be reproduced.

Students might be asked to write a brief description of a piece of art based on research using visual arts terminology and describing artist intention in meaning.

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WHST.11-12.2 Theatre

Students might be asked to write a brief description of: stage blocking, how to use a lighting board, an era of theatre history, the mood of a play, a character

Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Text Types and Purposes		
WHST.6-8.3 Not applicable as a separate requirement	WHST.9-10.3 Not applicable as a separate requirement	WHST.11-12.3 Not applicable as a separate requirement
Teacher Notes		
Standard 3 is not included as a separate standard in disciplinary literacy. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and possibly reach the same results.		

Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Production and Distribution of Writing		
These standards focus on text-based analysis that uses evidence from the text, avoiding the bias of personal opinion.		
<p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Teacher Notes		
<p>WHST.6-8.4 Visual Art Students might be asked to write about art history or an artist, considering the audience. Students might create a piece of art with writing as part of the overall composition. Examples could include incorporating poetry as part of the frame, defining self as the background, or creating a collage of words to convey an inner self.</p> <p>WHST.6-8.4 Music Here, writing can refer both to writing prose (see WHST.6-8.1, WHST.6-8.2, and WHST.6-8.3) and to writing or composing music. For example, students</p>	<p>WHST.9-10.4 Visual Art Students might be asked to write about art history or an artist, considering the audience. Students might create a piece of art with writing as part of the overall composition. Examples could include incorporating poetry as part of the frame, defining self as the background, or creating a collage of words to convey an inner self.</p> <p>WHST.9-10.4 Music Here, writing can refer both to writing prose (see WHST.9-10.1, WHST.9-10.2, and WHST.9-10.3) and to writing or composing music. For example, students</p>	<p>WHST.11-12.4 Visual Art Students might be asked to write about art history or an artist, considering the audience. Students might create a piece of art with writing as part of the overall composition. Examples could include incorporating poetry as part of the frame, defining self as the background, or creating a collage of words to convey an inner self.</p> <p>WHST.11-12.4 Music Here, writing can refer both to writing prose (see WHST.11-12.1, WHST.11-12.2, and WHST.11-12.3) and to writing or composing music. For example,</p>

<p>may be asked to write a short melody using only notes and rhythms they are able to perform themselves.</p> <p>WHST.6-8.4 Theatre Examples: write or improvise a short scene with a prompt, a play, or a monologue for specific audience</p>	<p>may be asked to write a short melody using only notes and rhythms they are able to perform themselves.</p> <p>WHST.9-10.4 Theatre Examples: write or improvise a short scene with a prompt, a play, or a monologue for specific audience</p>	<p>students may be asked to write a short melody using only notes and rhythms they are able to perform themselves.</p> <p>WHST.11-12.4 Theatre Examples: write or improvise a short scene with a prompt, a play, or a monologue for specific audience</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Production and Distribution of Writing		
<p>WHST.6-8.5 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.</p>	<p>WHST.9-10.5 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.</p>	<p>WHST.11-12.5 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.</p>
Teacher Notes		
<p>WHST.6-8.5 Visual Art Students might be asked to create and revise preliminary sketches, notes and labeled illustrations define process changes, and participation in self-reflection.</p> <p>WHST.6-8.5 Music Students revise and edit original compositions based on their own criteria or on teacher feedback.</p> <p>WHST.6-8.5 Theatre Examples: create a plot chart to guide the playwriting process, revise a written</p>	<p>WHST.9-10.5 Visual Art Students might be asked to create and revise preliminary sketches, notes and labeled illustrations define process changes, and participation in self-reflection.</p> <p>WHST.9-10.5 Music Students revise and edit original compositions based on their own criteria or on teacher feedback.</p> <p>WHST.9-10.5 Theatre Examples: create a plot chart to guide the playwriting process, revise a written</p>	<p>WHST.11-12.5 Visual Art Students might be asked to create and revise preliminary sketches, notes and labeled illustrations define process changes, and participation in self-reflection.</p> <p>WHST.11-12.5 Music Students revise and edit original compositions based on their own criteria or on teacher feedback.</p> <p>WHST.11-12.5 Theatre Examples: create a plot chart to guide the playwriting process, revise a written</p>

scene based on peer critique, rewrite a monologue	scene based on peer critique, rewrite a monologue	scene based on peer critique, rewrite a monologue
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Production and Distribution of Writing		
<p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>WHST.9-10.6 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.</p>	<p>WHST.11-12.6 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.</p>
Teacher Notes		
<p>WHST.6-8.6 Visual Art Students should use technology for both research and production projects. Example: research past and contemporary artist and artworks via the Internet. Example: use imaging and photo editing software in the creating process Example: use online museums, galleries, and online databases for presentations and project research.</p> <p>WHST.6-8.6 Music Students can create and share their original compositions via the Internet.</p>	<p>WHST.9-10.6 Visual Art Students should use technology for both research and production projects. Example: research past and contemporary artist and artworks via the Internet. Example: use Adobe products and Google programs in the creating process. Example: use online museums, galleries, and online databases for presentations and project research.</p> <p>WHST.9-10.6 Music Students can create and share their original compositions via the Internet.</p>	<p>WHST.11-12.6 Visual Art Students should use technology for both research and production projects. Example: research past and contemporary artist and artworks via the Internet. Example: use Adobe products and Google programs in the creating process. Example: use online museums, galleries, and online databases for presentations and project research.</p> <p>WHST.11-12.6 Music Students can create and share their original compositions via the Internet.</p>

<p>Examples of appropriate music technology include music-notation software and music recording/editing programs.</p> <p>WHST.6-8.6 Theatre Examples: Use a blog to share written scenes, collaborate with peers on the writing of a short play using a shared document on the Internet, share a video or audio recording of a written monologue</p>	<p>Examples of appropriate music technology include music-notation software and music recording/editing programs.</p> <p>WHST.9-10.6 Theatre Examples: Use a blog to share written scenes, collaborate with peers on the writing of a short play using a shared document on the Internet, share a video or audio recording of a written monologue</p>	<p>Examples of appropriate music technology include music-notation software and music recording/editing programs.</p> <p>WHST.11-12.6 Theatre Examples: Use a blog to share written scenes, collaborate with peers on the writing of a short play using a shared document on the Internet, share a video or audio recording of a written monologue</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Research to Build and Present Knowledge		
<p>WHST.6-8.7 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.</p>	<p>WHST.9-10.7 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>WHST.11-12.7 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>
Teacher Notes		
<p>WHST.6-8.7 Visual Art Students may investigate a single topic, concentrating on their own personal interest in subject, style, or media, with a variety of options for exploration and outcome.</p> <p>WHST.6-8.7 Music Students may listen to or watch recordings of a piece of music to analyze the accuracy of the performance or to compare and contrast different</p>	<p>WHST.9-10.7 Visual Art Students may investigate a single topic, concentrating on their own personal interest in subject, style, or media, with a variety of options for exploration and outcome.</p> <p>WHST.9-10.7 Music Students may listen to or watch recordings of a piece of music to analyze the accuracy of the performance or to compare and contrast different</p>	<p>WHST.11-12.7 Visual Art Students may investigate a single topic, concentrating on their own personal interest in subject, style, or media, with a variety of options for exploration and outcome.</p> <p>WHST.11-12.7 Music Students may listen to or watch recordings of a piece of music to analyze the accuracy of the performance or to compare and contrast different</p>

<p>interpretations of a piece. Students can use print and online resources to research the biographical, cultural, and stylistic background of a piece of music or composer. Students in a music appreciation, history, or theory course could use appropriate sources to generate a research paper on a given topic.</p> <p>WHST.6-8.7 Theatre Examples: research the historical context of a play, analyze a character by researching the time period of the play, view more than one production of the same play (an adaptation) and compare the performances</p>	<p>interpretations of a piece. Students can use print and online resources to research the biographical, cultural, and stylistic background of a piece of music or composer. Students in a music appreciation, history, or theory course could use appropriate sources to generate a research paper on a given topic.</p> <p>WHST.9-10.7 Theatre Examples: research the historical context of a play, analyze a character by researching the time period of the play, view more than one production of the same play (an adaptation) and compare the performances</p>	<p>interpretations of a piece. Students can use print and online resources to research the biographical, cultural, and stylistic background of a piece of music or composer. Students in a music appreciation, history, or theory course could use appropriate sources to generate a research paper on a given topic.</p> <p>WHST.11-12.7 Theatre Examples: research the historical context of a play, analyze a character by researching the time period of the play, view more than one production of the same play (an adaptation) and compare the performances</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Research to Build and Present Knowledge		
<p>WHST.6-8.8 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.</p>	<p>WHST.9-10.8 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.</p>	<p>WHST.11-12.8 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 overreliance on any one source and following a standard format for citation.</p>
Teacher Notes		
<p>WHST.6-8.8 Visual Art Students might be asked to use various sources to research universal themes, concepts, forms, and functions in works of art and design that span cultures, times, and places (e.g. icons, logos, symbolism)</p> <p>WHST.6-8.8 Music In a performance-based ensemble, students could reflect on judges'</p>	<p>WHST.9-10.8 Visual Art Students might be asked to use various sources to research universal themes, concepts, forms, and functions in works of art and design that span cultures, times, and places (e.g. icons, logos, symbolism)</p> <p>WHST.9-10.8 Music In a performance-based ensemble, students could reflect on judges'</p>	<p>WHST.11-12.8 Visual Art Students might be asked to use various sources to research universal themes, concepts, forms, and functions in works of art and design that span cultures, times, and places (e.g. icons, logos, symbolism)</p> <p>WHST.11-12.8 Music In a performance-based ensemble, students could reflect on judges'</p>

<p>comments from an adjudicated performance. Students could write a brief reflection, assessing the validity, credibility, and accuracy of critiques and recordings of performances, and apply relevant feedback to future performances. Students could also use appropriate sources to generate a research paper on a given topic, paying close attention to the accuracy, relevance, and validity of the source material. Source materials can include various editions of a musical work including original manuscripts, written or recorded critiques of a performance, and standard reference materials such as encyclopedias and scholarly writings.</p> <p>WHST.6-8.8 Theatre Examples: write a research paper about: a playwright, era of theatre history, or the historical context of a play</p>	<p>comments from an adjudicated performance. Students could write a brief reflection, assessing the validity, credibility, and accuracy of critiques and recordings of performances, and apply relevant feedback to future performances. Students could also use appropriate sources to generate a research paper on a given topic, paying close attention to the accuracy, relevance, and validity of the source material. Source materials can include various editions of a musical work including original manuscripts, written or recorded critiques of a performance, and standard reference materials such as encyclopedias and scholarly writings.</p> <p>WHST.9-10.8 Theatre Examples: write a research paper about: a playwright, era of theatre history, or the historical context of a play</p>	<p>comments from an adjudicated performance. Students could write a brief reflection, assessing the validity, credibility, and accuracy of critiques and recordings of performances, and apply relevant feedback to future performances. Students could also use appropriate sources to generate a research paper on a given topic, paying close attention to the accuracy, relevance, and validity of the source material. Source materials can include various editions of a musical work including original manuscripts, written or recorded critiques of a performance, and standard reference materials such as encyclopedias and scholarly writings.</p> <p>WHST.11-12.8 Theatre Examples: write a research paper about: a playwright, era of theatre history, or the historical context of a play</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Research to Build and Present Knowledge		
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
Teacher Notes		
WHST.6-8.9 Visual Art Example: Students may be asked to describe varied subject matter, signs, symbols, icons, and/or ideas from a variety of content text with attention to media, style, techniques, history, culture, and aesthetics. Example: Students may be asked to write daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design Example: Students may be asked to reflect on a completed project.	WHST.9-10.9 Visual Art Example: Students may be asked to describe varied subject matter, signs, symbols, icons, and/or ideas from a variety of content text with attention to media, style, techniques, history, culture, and aesthetics. Example: Students may be asked to write daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design Example: Students may be asked to reflect on a completed project.	WHST.11-12.9 Visual Art Example: Students may be asked to describe varied subject matter, signs, symbols, icons, and/or ideas from a variety of content text with attention to media, style, techniques, history, culture, and aesthetics. Example: Students may be asked to write daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design Example: Students may be asked to reflect on a completed project.
WHST.6-8.9 Music Examples of informational texts include, but are not limited to, musical scores and parts, recordings (audio or visual), and	WHST.9-10.9 Music Examples of informational texts include, but are not limited to, musical scores and parts, recordings (audio or visual), and	WHST.11-12.9 Music Examples of informational texts include, but are not limited to, musical scores and parts, recordings (audio or visual), and

<p>live performances, as well as written documents such as textbooks and magazine articles.</p> <p>Student activities could include critiquing a performance (the student’s own or another’s) or reflecting on a recent concert performance based on listening to a recording or watching the performance.</p> <p>WHST.6-8.9 Theatre Draw evidence from informational texts to support analysis. Examples of informational texts: critical reviews, improvisational prompts, written plays, play productions (e.g., in-class performances, live performances)</p>	<p>live performances, as well as written documents such as textbooks and magazine articles.</p> <p>Student activities could include critiquing a performance (the student’s own or another’s) or reflecting on a recent concert performance based on listening to a recording or watching the performance.</p> <p>WHST.9-10.9 Theatre Draw evidence from informational texts to support analysis. Examples of informational texts: critical reviews, improvisational prompts, written plays, play productions (e.g., in-class performances, live performances)</p>	<p>live performances, as well as written documents such as textbooks and magazine articles.</p> <p>Student activities could include critiquing a performance (the student’s own or another’s) or reflecting on a recent concert performance based on listening to a recording or watching the performance.</p> <p>WHST.11-12.9 Theatre Draw evidence from informational texts to support analysis. Examples of informational texts: critical reviews, improvisational prompts, written plays, play productions (e.g., in-class performances, live performances)</p>
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Writing Standards for Literacy in Technical Subjects

Grades 6-8	Grades 9-10	Grades 11-12
Range of Writing		
These standards focus on text-based analysis that uses evidence from the text, avoiding the bias of personal opinion.		
WHST.6-8.10 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.	WHST.9-10.10 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.	WHST.11-12.10 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.
Teacher Notes		
WHST.6-8.10 Visual Art Student activities can include writing daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design.	WHST.9-10.10 Visual Art Student activities can include writing daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design.	WHST.11-12.10 Visual Art Student activities can include writing daily entries in process journals with reference to an inspirational master artist, the artistic process, or deviation from the original design.
WHST.6-8.10 Music Student activities can include the rehearsal of an exercise or piece of music, such as working on a line out of the method book during one class period, or preparing a piece of music for a concert over a several-week period.	WHST.9-10.10 Music Student activities can include the rehearsal of an exercise or piece of music, such as working on a line out of the method book during one class period, or preparing a piece of music for a concert over a several-week period.	WHST.11-12.10 Music Student activities can include the rehearsal of an exercise or piece of music, such as working on a line out of the method book during one class period, or preparing a piece of music for a concert over a several-week period.

<p>Student activities could also include written assignments such as individual practice logs, rehearsal logs, self-evaluations, performance reflections, brief written assignments (e.g., bell ringers, exit tickets), musical compositions of various lengths, or musical warmups or improvisations of various lengths.</p> <p>WHST.6-8.10 Theatre Examples: rehearsal logs, self-evaluations, pre-rehearsal journals, performance reflections</p>	<p>Student activities could also include written assignments such as individual practice logs, rehearsal logs, self-evaluations, performance reflections, brief written assignments (e.g., bell ringers, exit tickets), musical compositions of various lengths, or musical warmups or improvisations of various lengths.</p> <p>WHST.9-10.10 Theatre Examples: rehearsal logs, self-evaluations, pre-rehearsal journals, performance reflections</p>	<p>Student activities could also include written assignments such as individual practice logs, rehearsal logs, self-evaluations, performance reflections, brief written assignments (e.g., bell ringers, exit tickets), musical compositions of various lengths, or musical warmups or improvisations of various lengths.</p> <p>WHST.11-12.10 Theatre Examples: rehearsal logs, self-evaluations, pre-rehearsal journals, performance reflections</p>
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Contributors

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