

Grades 11-CCR: Reading and Writing in History and Other Content Areas

Standard	Learning Targets	Units
(RI) Reading for Informational Text: Key Ideas		
<p>RH.11-CCR.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>I can locate and cite specific textual evidence to support my analysis of primary and secondary sources. [RH.11-CCR.1]</p> <p>I can connect insights gained from specific details of a primary or secondary source to an understanding of the text as a whole. [RH.11-CCR.1]</p>	
<p>RH.11-CCR.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>I can determine the central ideas or information of primary and secondary sources. [RH.11-CCR.2]</p> <p>I can accurately summarize a primary or secondary source, making clear the relationships among the key details and ideas. [RH.11-CCR.2]</p>	
<p>RH.11-CCR.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>I can evaluate various explanations for actions or events and determine which explanation best accords with textual evidence. [RH.11-CCR.3]</p> <p>I can evaluate various explanations for actions or events and determine where the text leaves matters uncertain. [RH.11-CCR.3]</p>	
(RI) Reading for Informational Text: Craft and Structure		
<p>RH.11-CCR.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>I can determine the meanings of words and phrases as they are used and refined over the course of a text. [RH.11-CCR.4]</p>	
<p>RH.11-CCR.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>I can analyze in detail how a complex primary source is structured. [RH.11-CCR.5]</p> <p>I can analyze how key sentences, paragraphs, and larger portions of a primary source contribute to the whole. [RH.11-CCR.5]</p>	

Grades 11-CCR: Reading and Writing in History and Other Content Areas

<p>RH.11-CCR.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>I can evaluate authors' differing points of view on the same historical event or issue. [RH.11-CCR.6]</p> <p>I can assess authors' claims, reasoning, and evidence in order to evaluate their differing points of view. [RH.11-CCR.6]</p>	
<p>(RI) Reading for Informational Text: Integration of Knowledge and Ideas</p>		
<p>RH.11-CCR.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>I can integrate and evaluate multiple sources of information presented visually, quantitatively, as well as in words. [RH.11-CCR.7]</p>	
<p>RH.11-CCR.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>I can gather and present other information that supports or challenges an author's premises, claims, and evidence. [RH.11-CCR.8]</p> <p>I can assess an author's credibility by evaluating the premises, claims, and evidence presented in a text. [RH.11-CCR.8]</p>	
<p>RH.11-CCR.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>I can integrate information from diverse primary and secondary sources. [RH.11-CCR.9]</p> <p>I can develop a coherent understanding of an idea or event by evaluating multiple primary and secondary sources. [RH.11-CCR.9]</p> <p>I can recognize discrepancies among sources related to an idea or event. [RH.11-CCR.9]</p>	
<p>(RI) Reading for Informational: Range of Reading and Level of Text Complexity</p>		
<p>RH.11-CCR.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>I can distinguish between portions of a text that I understand versus portions that I don't understand. [RH.11-CCR.10]</p> <p>I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RH.11-CCR.10]</p> <p>I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RH.11-CCR.10]</p>	

Grades 11-CCR: Reading and Writing in History and Other Content Areas

<p>Writing: History/Social Studies and Other Content Areas</p>		
<p>(W) Writing: Text Types and Purposes</p>		
<p>WHST.11-CCR.1</p> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. 	<p>I can write arguments to support knowledgeable claims with clear reasons and relevant evidence. [WHST.11-CCR.1]</p> <p>I can introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from alternate or opposing claims. [WHST.11-CCR.1]</p> <p>I can create an organization that logically sequences claims, counterclaims, reasons, and evidence. [WHST.11-CCR.1]</p> <p>I can develop my claim(s) with relevant data and evidence while pointing out the strengths and limitations of both claims and counterclaims. [WHST.11-CCR.1]</p> <p>I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text and create cohesion. [WHST.11-CCR.1]</p> <p>I can use words, phrases, and clauses as well as varied syntax to clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>I can establish and maintain a formal style that is appropriate for the subject matter and anticipates my audience’s knowledge level, values, and possible biases. [WHST.11-CCR.1]</p> <p>I can provide a concluding statement or section that follows from the argument. [WHST.11-CCR.1]</p>	

Grades 11-CCR: Reading and Writing in History and Other Content Areas

<p>WHST.11-CCR.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">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 style="padding-left: 20px;">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 style="padding-left: 20px;">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 style="padding-left: 20px;">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>I can write informational/explanatory texts that introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. [WHST.11-CCR.2]</p> <p>I can use formatting, graphics, and multimedia when useful to aiding comprehension in informative/explanatory texts. [WHST.11-CCR.2]</p> <p>I can introduce a topic clearly and develop it with the most significant and relevant facts, extended definitions, concrete details, quotations, and examples. [WHST.11-CCR.2]</p> <p>I can use varied transitions to link the major sections of the text and create cohesion. [WHST.11-CCR.2]</p> <p>I can use varied transitions to clarify the relationships among ideas and concepts. [WHST.11-CCR.2]</p> <p>I can use precise language, vocabulary specific to what I'm studying, and techniques such as metaphor, simile, and analogy to convey the complexity of a topic. [WHST.11-CCR.2]</p> <p>I can establish and maintain a writing style that responds to the discipline and context as well as to the expertise of likely readers. [WHST.11-CCR.2]</p> <p>I can provide a concluding statement or section that follows from the information or explanation presented. [WHST.11-CCR.2]</p>	
--	--	--

Grades 11-CCR: Reading and Writing in History and Other Content Areas

<p>(W) Writing: Production and Distribution of Writing</p>		
<p>WHST.11-CCR.3 See the following note; not applicable as a separate requirement.</p> <p>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>I can build my knowledge of individuals and events in history by examining narrative accounts of these individuals and events. [WHST.11-CCR.3] I can analyze individuals and events in history by examining narrative accounts of these individuals and events. [WHST.11-CCR.3] I can better understand how a procedure or process works by examining and describing each step of the procedure or process. [WHST.11-CCR.3] I can be objective in describing the various steps of a process or procedure. [WHST.11-CCR.3]</p>	
<p>(W) Writing: Production and Distribution of Writing</p>		
<p>WHST.11-CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I can understand my task, purpose, and audience when I write. [WHST.11-CCR.4] I can match the development, organization, and style of my writing to my task, audience, and purpose. [WHST.11-CCR.4]</p>	
<p>WHST.11-CCR.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>I can understand writing as a process of planning, revising, editing, and rewriting. [WHST.11-CCR.5] I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. [WHST.11-CCR.5]</p>	
<p>WHST.11-CCR.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>	<p>I can use technology, including the internet, to interact and collaborate with others on the writing process. [WHST.11-CCR.11-CCR]</p>	

Grades 11-CCR: Reading and Writing in History and Other Content Areas

<p>(W) Writing: Research to Build and Present Knowledge</p>		
<p>WHST.11-CCR.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>I can conduct short and sustained research projects to answer a question or solve a problem. [WHST.11-CCR.7] I can synthesize information from multiple sources on a subject when conducting research and can narrow or broaden my search where appropriate. [WHST.11-CCR.7]</p>	
<p>WHST.11-CCR.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>	<p>I can gather relevant information from authoritative print and digital sources using advanced search methods effectively. [WHST.11-CCR.8] I can assess the credibility of each source in terms of the specific task, purpose, and audience. [WHST.11-CCR.8] I can assess the strengths and limitations of each source in terms of the specific task, purpose, and audience. [WHST.11-CCR.8] I can integrate information from multiple sources selectively to maintain the flow of ideas, avoid plagiarism, and avoid an overreliance on any single source. [WHST.11-CCR.8] I can precisely follow a standard format for citation. [WHST.11-CCR.8]</p>	
<p>WHST.11-CCR.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>I can draw evidence from informational texts to support my analysis, reflection, and research. [WHST.11-CCR.9]</p>	
<p>(W) Writing: Range of Writing</p>		
<p>WHST.11-CCR.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [WHST.11-CCR.10] I can design a work plan that includes time for research, reflection, and revision. [WHST.11-CCR.10] I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [WHST.11-CCR.10] I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [WHST.11-CCR.10]</p>	