

North Dakota: People Living on the Land

Common Core Standards in English Language Arts Literacy in History/Social Studies

CCSS for Literacy in All Subjects Standard Anchor Standard	(6-8)	(9-10)	(11-12)	Ties to <i>North Dakota: People Living on the Land</i>
READING/HISTORY (RH) 1 EXPLICIT/IMPLICIT MEANINGS	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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.	Students will use primary and secondary sources related to specific topics in the <i>North Dakota: People Living on the Land</i> curriculum.
RH 2 MAIN IDEAS	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Determine the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among key details and ideas.	Students will analyze primary or secondary sources to summarize, reach conclusions, and articulate main ideas.
RH 3 TEXT RELATIONSHIPS	Identify key steps in a text's description of a process related to history / social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Students will use key steps, details, and cause/effect to analyze historical events.
RH 4 VOCABULARY	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history / social studies	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 of the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Students will use context and inference to determine meanings of vocabulary words and phrases used in the <i>North Dakota: People Living on the Land</i> curriculum.
RH 5 TEXT STRUCTURE	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation and analysis.	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.	Students will evaluate text structure to determine sequence, comparisons, and cause/effect.
RH 6 AUTHOR PURPOSE/PERSPECTIVE	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Students will evaluate an author's point of view to discern his/her perspective, purpose, or bias.
RH 7 VISUAL LITERACY/ TECHNOLOGY	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.	Students will integrate diverse formats of visual material with contextual information.
RH 8 ARGUMENT AND SUPPORT	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Students will determine whether information presented is based on fact, opinion, or a point of view based on supporting evidence.
RH 9 MULTIPLE TEXTS	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Students will understand the difference between primary and secondary sources and integrate information from both.
RH 10 TEXT COMPLEXITY	By the end of grade 8, read and comprehend history / social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history / social studies texts in the grades 9 - 10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history / social studies texts in the grades 11 – 12 text complexity band independently and proficiently.	Students of diverse reading abilities will be able to read and comprehend <i>North Dakota: People Living on the Land</i> independently and proficiently.

North Dakota: People Living on the Land

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WRITING/HISTORY (WHST) 1 ARGUMENTATIVE WRITING	Write arguments focused on discipline specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim (s) from alternative or opposing claims, and organize the reasons and evidence logically. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline specific content. 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. 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. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	Write arguments focused on discipline-specific content. 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. 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. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	Students will demonstrate an understanding of the topic by supporting or refuting positions and by synthesizing prior knowledge with reading to generate clear and concise arguments.
WHST 2 INFORMATIVE/ EXPLANATORY WRITING	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly 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. 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. c. Use varied transitions and sentence	Write informative / explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes. a. Introduce a topic clearly 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. 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	Students will organize information to enhance comprehension of a topic through the use of charts, timelines, and other visual formats. Students will write summaries or conclusions based on information presented.

North Dakota: People Living on the Land

Common Core Standards in English Language Arts Literacy in History/Social Studies

	relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	knowledge of the topic. 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. d. Use precise language and 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. e. 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).	
WHST 3 NARRATIVE	(Not applicable as a separate requirement in social studies)	(Not applicable as a separate requirement in social studies)	(Not applicable as a separate requirement in social studies)	
WHST 4 TASK, PURPOSE AND AUDIENCE	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students will produce clear and coherent writing based on each topic's objectives. Students will follow specific directions outlined in Activities.
WHST 5 WRITING PROCESS	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Students will be provided with feedback and guidance from the curriculum of <i>North Dakota: People Living on the Land</i> to plan, revise, edit, and rewrite activities that require use of the writing process.
WHST 6 TECHNOLOGY	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Students will use technology tools such as web-based primary sources to produce writing that is relevant, clear, and concise.
WHST 7 INQUIRY AND RESEARCH	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.	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.	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.	Students will explore topics using primary and secondary resources and present outcomes based on understanding of related concepts gleaned from <i>North Dakota: People Living on the Land</i> .
WHST 8 RELEVANT AND RELIABLE RESOURCES	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	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	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	Students will access primary and secondary resources compiled in <i>North Dakota: People Living on the Land</i> to paraphrase or summarize effectively.

North Dakota: People Living on the Land

Common Core Standards in English Language Arts Literacy in History/Social Studies

	following a standard format for citation.	maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	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.	
WHST 9 EVIDENCE FOR ANALYSIS AND REFLECTION	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Students will analyze primary and secondary sources to draw evidence for discernment and reflection.
WHST 10 ROUTINE WRITING	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.	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.	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.	Students will conduct writing projects over a period of time.