

Dred and Harriet Scott Kit Multimedia Kit: Grades 5-8, 9-12 Standards Connections

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Grade	Code	Minnesota K-12 Academic Standards for Social Studies	Code	Minnesota K-12 Academic Standards for ELA
5	5.2.9.1	Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.	5.1.2.3	Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).
	5.3.14.1	Explain how physical and human characteristics and power structures are used to create regions on the land.	5.1.4.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
	5.4.19.1	Describe ways that enslaved people and people in Free Black communities resisted slavery and transferred, developed and maintained their cultural identities.	5.1.4.4	Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.
	5.5.24.1	Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.	5.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text.
			5.1.8.2	Interpret words and phrases in academic, technical and domain-specific vocabulary.
			5.2.3.2	Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context.
			5.2.4.1	Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years.
			5.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.
			5.2.5.1	Write to inform or explain, using precise, domain-specific vocabulary, developing subtopics, and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years.

			5.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. c. Express one's own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.
			5.3.1.2	Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion and elaborate on the comments of others.
			5.3.2.1	Use vocabulary, language, structure and features of spoken language to communicate ideas precisely, recognizing situational differences.
			5.3.3.2	Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint.
6	6.4.18.3	Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.	6.1.2.3	Locate, select and read texts representing various perspectives and identities from dominant, nondominant and marginalized social groups, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).
	6.5.25.1	Examine the impact of slavery and race in Minnesota today.	6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
			6.1.4.4	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
			6.1.5.2	Analyze how a given sentence, paragraph or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.
			6.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
			6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
			6.2.4.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
			6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
			6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
			6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own.

				a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. 6.3.1.2Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion. 6.3.3.1Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices. 6.3.3.2Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
7	7.1.2.1 7.3.13.2 7.4.21.1	Evaluate how well principles expressed in the Declaration of Independence and preamble to the U.S. Constitution have been applied throughout United States history, including how they have evolved over time. Investigate spatial questions to make claims and support them with evidence from maps. Construct an argument using evidence from multiple sources, including primary sources, about the relationship between freedom and slavery in the early U.S. Republic.	7.1.2.3 7.1.4.1 7.1.4.4 7.1.5.2 7.1.5.3 7.1.7.1 7.1.8.2 7.1.9.1 7.2.4.1 7.2.4.2 7.2.5.1 7.2.5.2	Locate, select and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of the text. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text. Analyze the interactions between individuals, events or concepts in informational text. Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect and problem/solution) used, including how the major sections contribute to the whole and to the development of ideas. Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information. Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims. Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text. Access and evaluate information from a variety of sources, representing diverse perspectives on a topic. Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years. Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years. Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).

			7.3.1.1 Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. 7.3.1.2 Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion. 7.3.3.1 Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation). 7.3.3.2 Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
8	8.3.14.2	Describe regions according to specific criteria and identify the role of power structures in constructing regions.	8.1.4.4 Analyze how a text makes connections between individuals, events or concepts in informational text. 8.1.5.1 Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem). 8.1.5.3 Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance. 8.1.7.1 Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient. 8.1.8.2 Analyze the impact of specific word choices on meaning and tone applied to a variety of academic, technical and domain-specific words and phrases in informational text. 8.1.9.1 Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives. 8.1.9.2 Evaluate perspective, bias, credibility, relevancy and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source). 8.2.4.1 Write to argue, clarifying the relationship among claims and evidence in both argument and counterargument, building on skills from previous years. 8.2.4.2 Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years. 8.2.5.1 Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years. 8.3.1.1 Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

				a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal. 8.3.1.2Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion. 8.3.3.1Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices. 8.3.3.2Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
9	9.4.19.11U.S. History Era 5: Slavery, Civil War and Reconstruction. Identify and analyze how enslaved and freed people of color resisted slavery, built coalitions and navigated discrimination and racism in the United States. 9.4.20.9U.S. History Era 3: Freedom, Unfreedom and Revolution. Examine the founding documents and early statutes of the United States, focusing on the Declaration of Independence, the Constitution and the Great Law of Peace (Haudenosaunee Constitution) as historical sources, asking who created them, whose voices were absent and whose interests were articulated or excluded. 9.3.17.1Investigate multiple identities based on location, place, culture and in relation to others. 9.3.17.3Explain the social construction of race and how it was used to oppress people of color. Assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, economic and spatial opportunities. 9.3.17.4Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and indigenous nations and take action to affect policy. 9.1.4.6Describe the purposes, types and sources of laws and rules. Evaluate their impact. 9.1.5.1Analyze the impact of political parties on elections and public policy formation. 9.1.5.2Analyze the role of interest groups, various types of media and public opinion on the political process and public policy formation. 9.5.23.4Investigate how the establishment of the Minnesota and U.S. government upheld and violated ideas of freedom, equality and justice for individuals and groups.	Grades 9-12	9.1.4.2Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias. 9.1.4.3Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts. 9.1.5.2Analyze the informational text structure, including, but not limited to, proposition/support, critique, and inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept. 9.1.7.1Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. 9.1.9.1Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry. 9.2.4.1Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years. 9.2.4.2Write to persuade, considering and addressing other perspectives, building on skills from previous years. 9.2.5.1Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years. 9.2.5.2Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text). 9.3.1.1Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. b. Elaborating on others' ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.	

			9.3.1.2 9.3.3.2	Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion. Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.
10			10.1.4.1 10.1.7.1 10.1.9.1 10.1.9.2 10.2.3.2 10.2.4.1 10.2.4.2 10.2.5.1 10.3.1.1 10.3.1.2 10.3.3.2	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text. Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning. Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry. Make critical choices about information sources to use based on perspective, biases, credibility and relevancy. Make effective word use and sentence structure choices for meaning or style, considering audience and context. Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years. Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years. Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years. Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies. Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion. Create, share and present, individually or in a collaborative group, a piece of digital work or

				digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.
11-12			11.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text.
			11.1.4.4	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text.
			11.1.6.2	Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.
			11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
			11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
			11.2.5.1	Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
			11.3.1.2	Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.
			11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.

Grade	Code	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History	
5		(By the end of Grade 5)	
	D1.3.3-5	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	
	D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	
	D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	
	D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional principles.	
	D2. Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.	
	D2. Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.	

	D2.His.3.3-5 D2.His.4.3-5 D2.His.9.3-5 D2.His.10.3-5 D2.His.14.3-5 D2.His.16.3-5 D3.4.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities. Explain why individuals and groups during the same historical period differed in their perspectives. Summarize how different kinds of historical sources are used to explain events in the past. Compare information provided by different historical sources about the past. Explain probable causes and effects of events and developments. Use evidence to develop a claim about the past. Use evidence to develop claims in response to compelling questions.
8	D1.5.6-8 D2.Civ.5.6-8 D2.Civ.12.6-8 D2.Geo.4.6-8 D2.His.1.6-8 D2.His.2.6-8 D2.His.5.6-8 D2.His.10.6-8 D2.His.14.6-8	(By the end of Grade 8) Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. Explain the origins, functions, and structures of government with reference to the U.S. Constitution, state constitutions, and selected other systems of governments. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. Analyze connections among events and developments in broader historical contexts. Classify series of historical events and developments as examples of change and/or continuity. Explain how and why perspectives of people have changed over time. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. Explain multiple causes and effects of events and developments in the past.
12	D1.2.9-12 D2.Civ.4.9-12 D2.Civ.5.9-12 D2.Civ.7.9-12 D2.Civ.8.9-12 D2.Civ.10.9-12 D2.Civ.12.9-12 D2.Civ.13.9-12 D2.Civ.14.9-12 D2.Geo.5.9-12 D2.Geo.6.9-12	(By the end of Grade 12) Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. Apply civic virtues and democratic principles when working with others. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions

	D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
	D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
	D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
	D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
	D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
	D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
	D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grade	The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
5	Reading Standards for Informational Text 1. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 2. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Writing Standards 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally 3. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

6	Reading Standards for Informational Text 1. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 2. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
7	Reading Standards for Informational Text 1. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 2. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 3. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 4. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	Reading Standards for Informational Text 1. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 2. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 3. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial) behind its presentation. 3. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Reading Standards for Literacy in History/Social Studies (Grades 6-8) 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. 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. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. 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). 5. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6. Distinguish among fact, opinion, and reasoned judgment in a text. Writing Standards for Literacy in History/Social Studies (Grades 6-8) 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10	Reading Standards for Informational Text 1. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 2. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper’s). 4. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view. 5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 6. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom’s speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

	Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Speaking and Listening Standards 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Reading Standards for Literacy in History/Social Studies 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 4. 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. 5. Assess the extent to which the reasoning and evidence in a text support the author’s claims. Writing Standards for Literacy in History/Social Studies 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. 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.
11-12	Reading Standards for Informational Text 1. Determine two or more central ideas of a text and analyze its development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). 4. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 5. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening Standards

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading Standards for Literacy in History/Social Studies

- 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.
- 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.
- 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 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).
- 5. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- 6. 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.
- 7. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- 8. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies

- . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2. 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.