

**Literacy in Social Studies CCLS Addressed technical SS.****Grades 11-12****Key Ideas and Details- (Focus on Informational Text/Prim. & Sec. Sources. Shift 4)**

1. **Cite specific textual evidence** to support analysis - primary and secondary sources, connecting specific details. - Understanding of the text as a whole. [CCSS.ELA-Literacy.RH.11-12.1](#)
2. Determine the **central ideas** or info. primary or secondary source. summary that makes relationship among the key details and ideas. [CCSS.ELA-Literacy.RH.11-12.2](#)
3. Evaluate **various explanations** for actions or events. Determine best explanation best with **textual evidence**, acknowledging where the text leaves matters uncertain. [CCSS.ELA-Literacy.RH.11-12.3](#)

**Craft and Structure-**

4. Determine the meaning of words and phrases as they are used in a **text**. analyzing how author uses/refines meaning of a key terms over course of a text . [CCSS.ELA-Literacy.RH.11-12.4](#)
5. Analyze in **detail** a complex **primary source** is structured including how key sentences, paragraphs, and larger portions of the text contribute to the whole. [CCSS.ELA-Literacy.RH.11-12.5](#)
6. Evaluate authors' differing points of view on the same historical event or issue - assessing the authors' claims, reasoning, and evidence. [CCSS.ELA-Literacy.RH.11-12.6](#)

**Integration of Knowledge and Ideas**

7. Integrate/evaluate **multiple sources of information** presented in diverse formats/media( visually, quantitatively, words) in order to address a **question/solve problem**. [CCSS.ELA-Literacy.RH.11-12.7](#)
8. Evaluate an **author's** premises, claims, and evidence by corroborating/challenging them with **other information**. [CCSS.ELA-Literacy.RH.11-12.8](#)
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea/event, noting discrepancies among sources. [CCSS.ELA-Literacy.RH.11-12.9](#)

**Range of Reading and Text Complexity**

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. [CCSS.ELA-Literacy.RH.11-12.10](#)

**Writing in Social Studies CCLS Addressed technical SS.****Grades 11-12****Texts, Types, and Purposes**

1. **Write arguments focused on discipline-specific content**. [\(CCSS.ELA-Literacy.WHST.11-12.1\)](#)
  - a. Analysis of claim(s)- Intro, significance, alternate or opposing claims, organization that logically sequences the claim(s), counterclaims, reasons, and evidence. [CCSS.ELA-Literacy.WHST.11-12.1a](#)
  - b. Develop claim(s)/counterclaims fairly and thoroughly, supplying relevant data/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. [CCSS.ELA-Literacy.WHST.11-12.1b](#)
  - 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. [CCSS.ELA-Literacy.WHST.11-12.1c](#)
  - d. Establish/maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [CCSS.ELA-Literacy.WHST.11-12.1d](#)
  - e. Provide a concluding statement or section that follows from or supports the argument presented. [CCSS.ELA-Literacy.WHST.11-12.1e](#)
2. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes**. [CCSS.ELA-Literacy.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. [CCSS.ELA-Literacy.WHST.11-12.2a](#)
  - 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. [CCSS.ELA-Literacy.WHST.11-12.2b](#)
  - 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**. [CCSS.ELA-Literacy.WHST.11-12.2c](#)
  - 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. [CCSS.ELA-Literacy.WHST.11-12.2d](#)

**Sample Text Complexity Passages for 11/12**

**Literature, Stories, Dramas, Poetry- Examples**

- “Ode on a Grecian Urn” by John Keats (1820)
- Jane Eyre* by Charlotte Brontë (1848)
- “Because I Could Not Stop for Death” by Emily Dickinson (1890)
- The Great Gatsby* by F. Scott Fitzgerald (1925)
- Their Eyes Were Watching God* by Zora Neale Hurston (1937)
- A Raisin in the Sun* by Lorraine Hansberry (1959)
- The Namesake* by Jhumpa Lahiri (2003)

**Informational Text- Literary Non-Fiction Examples**

- Common Sense* by Thomas Paine (1776)
- *Walden* by Henry David Thoreau (1854)
- “Society and Solitude” by Ralph Waldo Emerson (1857)
- “The Fallacy of Success” by G. K. Chesterton (1909)
- *Black Boy* by Richard Wright (1945)
- “Politics and the English Language” by George Orwell (1946)
- “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)

**Six Shifts in ELA/Literacy:**

- 1. Balancing Informational and Literary Text**  
(Read/Analyze a balance of inform. and lit. texts)
- 2. Building Knowledge in the Disciplines**  
(Students build **knowledge** about the world (domains/**content areas**) through **text** rather than the teacher or activities )
- 3. Staircase of Complexity**  
(Read the central, grade appropriate text around which instruction is centered. Close Reading)
- 4. Text-Based Answers**  
(Rich and rigorous evidence based conversations about text.)
- 5. Writing From Sources**  
(Writing emphasizes use of evidence from sources to inform or make an argument.)
- 6. Academic Vocabulary**  
(Build the transferable vocabulary they need to access grade level complex texts. done effectively by spiraling like content in increasingly complex texts.)

**Writing in Social Studies CCLS Addressed technical SS. 11 & 12**

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. implications or the significance of the topic). [CCSS.ELA-Literacy.WHST.11-12.2e](#)

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**

**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.

[CCSS.ELA-Literacy.WHST.11-12.4](#)

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. [CCSS.ELA-Literacy.WHST.11-12.5](#)

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. [CCSS.ELA-Literacy.WHST.11-12.6](#)

**RESEARCH FOCUS-**

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.

[CCSS.ELA-Literacy.WHST.11-12.7](#)

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. [CCSS.ELA-Literacy.WHST.11-12.8](#)

9. Draw evidence from informational texts to support analysis, reflection, and research. [CCSS.ELA-Literacy.WHST.11-12.9](#)

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. [CCSS.ELA-Literacy.WHST.11-12.10](#)

