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Literacy in History Content Connectors



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LITERACY IN HISTORY/SOCIAL STUDIES:

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES	
	Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences	
	Indiana Academic Standards	Content Connector
GRADES 6-8	6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	6-8.LH.1.1.a.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
	6-8.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	6-8.LH.1.2.a.1: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.



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GRADES 9-10	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	9-10.LH.1.1.a.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.
	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2.a.1: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
GRADES 11-12	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	11-12.LH.1.1.a.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2.a.1: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
Extract and construct meaning from history/social studies texts using a variety of comprehension skills		
	Indiana Academic Standards	Content Connector
GRADES 6-8	6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	6-8.LH.2.1.a.1: Cite specific textual evidence to support analysis of primary and secondary sources.
	6-8.LH.2.2: 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.	6-8.LH.2.2: 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.



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KEY IDEAS AND TEXTUAL SUPPORT		6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).
	GRADES 9-10	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	9-10.LH.2.1.a.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.
		9-10.LH.2.2: 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.	9-10.LH.2.2.a.1: 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.
		9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	9-10.LH.2.3.a.1: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	GRADES 11-12	11-12.LH.2.1: 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.	11-12.LH.2.1.a.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.



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	<p>11-12.LH.2.2: 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>11-12.LH.2.2.a.1: 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>11-12.LH.2.3: 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>11-12.LH.2.3.a.1: 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>LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</p> <p>Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message</p>		
	Indiana Academic Standards	Content Connector
GRADES 6-8	<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>6-8.LH.3.1.a.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
	<p>6-8.LH.3.2: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).</p>	<p>6-8.LH.3.2.a.1: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).</p>



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STRUCTURAL ELEMENTS AND ORGANIZATION		6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).	6-8.LH.3.3.a.1: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).
	GRADES 9-10	9-10.LH.3.1: 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.	9-10.LH.3.1.a.1: 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.
		9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	9-10.LH.3.2.a.1: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
		9-10.LH.3.3: Compare the perspectives 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.	9-10.LH.3.3.a.1: Compare the perspectives 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.
GRADES 11-12	11-12.LH.3.1: 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., <i>how Madison defines faction in Federalist No. 10</i>).	11-12.LH.3.1.a.1: 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., <i>how Madison defines faction in Federalist No. 10</i>).	
	11-12.LH.3.2: 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.	11-12.LH.3.2.a.1: 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.	



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	11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	11-12.LH.3.3.a.1: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims		
	Indiana Academic Standards	Content Connector
GRADES 6-8	6-8.LH.4.1: Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	6-8.LH.4.1.a.1: Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.
	6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	6-8.LH.4.2.a.1: Distinguish among fact, opinion, and reasoned judgment in a text.
	6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	6-8.LH.4.3.a.1: Compare and contrast treatments of the same topic in a primary and secondary source.
GRADES 9-10	9-10.LH.4.1: Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) with qualitative analysis in print or digital text.	9-10.LH.4.1.a.1: Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) with qualitative analysis in print or digital text.

	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	9-10.LH.4.2.a.1: Assess the extent to which the reasoning and evidence in a text support the author's claims.
	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	9-10.LH.4.3.a.1: Analyze the relationships among primary and secondary sources on the same topic.



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SYNTHESIS AND CONNECTION OF IDEAS	GRADES 11-12	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.	11-12.LH.4.1.a.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
		11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	11-12.LH.4.2.a.1: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
		11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	11-12.LH.4.3.a.1: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES	LH.5: WRITING GENRES (WRITING)		
	Write for different purposes and to specific audiences or people		
	Indiana Academic Standards		Content Connector
	GRADES 6-8	6-8.LH.5.1: Write arguments focused on discipline- specific content.	6-8.LH.5.1.a.1: Write arguments focused on discipline- specific content.
		6-8.LH.5.2: Write informative texts, including analyses of historical events.	6-8.LH.5.2.a.1: Write informative texts, including analyses of historical events.
GRADES 9-10	9-10.LH.5.1: Write arguments focused on disciplinespecific content.	9-10.LH.5.1.a.1: Write arguments focused on discipline-specific content.	



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		9-10.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2.a.1: Write informative texts, including analyses of historical events.
	GRADES 11-12	11-12.LH.5.1: Write arguments focused on disciplinespecific content.	11-12.LH.5.1.a.1: Write arguments focused on discipline-specific content.
		11-12.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2.a.1: Write informative texts, including analyses of historical events.

THE WRITING PROCESS	LH.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
		Indiana Academic Standards	Content Connector
	GRADES 6-8	6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	6-8.LH.6.1.a.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
	6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6-8.LH.6.2.a.1: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	



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GRADES 9-10	<p>9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>9-10.LH.6.1.a.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
	<p>9-10.LH.6.2: Use technology 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>9-10.LH.6.2.a.1: Use technology 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>
GRADES 11-12	<p>11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>11-12.LH.6.1.a.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
	<p>11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>11-12.LH.6.2.a.1: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>



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THE RESEARCH PROCESS	LH.7: THE RESEARCH PROCESS (WRITING)	
	Build knowledge about the research process and the topic under study by conducting short or more sustained research	
	Indiana Academic Standards	Content Connector
GRADES 6-8	6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating	6-8.LH.7.1.a.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing
	additional related, focused questions that allow for multiple avenues of exploration.	on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; 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 (e.g., <i>APA</i> or <i>Chicago</i>).	6-8.LH.7.2.a.1: Gather relevant information from multiple sources, using search terms effectively; annotate sources; 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 (e.g., <i>APA</i> or <i>Chicago</i>).
	6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	6-8.LH.7.3.a.1: Draw evidence from informational texts to support analysis, reflection, and research.
	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks 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.	9-10.LH.7.1.a.1: Conduct short as well as more sustained research assignments and tasks 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.



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GRADES 9-10	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2.a.1: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).</p>
	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3.a.1: Draw evidence from informational texts to support analysis, reflection, and research.</p>
GRADES 11-12	<p>11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks 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>11-12.LH.7.1.a.1: Conduct short as well as more sustained research assignments and tasks 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>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task,</p>	<p>11-12.LH.7.2.a.1: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose,</p>



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	<p>purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any once source and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).</p>	<p>and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any once source and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i>).</p>
	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3.a.1: Draw evidence from informational texts to support analysis, reflection, and research.</p>

