

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
COMMON CORE			
Tags Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence	Key Ideas and Details RH.6.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6.2. 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. RH.6.3. 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).	Key Ideas and Details <ul style="list-style-type: none"> • Uses both primary and secondary sources [Assessment available 6.2] #1 • Differentiates between important and unimportant details #1 • Relates new information to prior knowledge #1 • Makes inferences based on explicit information in text. #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3] #1 • Summarizes information that answers research questions #1 	
Author's Perspective Domain Specific Vocabulary Point of View Purpose Visual Information	Craft and Structure RH.6.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6.6. 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).	Craft and Structure <ul style="list-style-type: none"> • Evaluates electronic and print information to determine whether it is inaccurate or misleading #1 • Identifies key words and ideas that appear in background information and class conversation. #1 	

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READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Secondary Source Evidence Secondhand Account Visual Information	Integration of Knowledge and Ideas RH.6.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6.9. Analyze the relationship between a primary and secondary source on the same topic.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> • Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]. . . . #1 • Determines what information is needed to support the investigation and answer the questions #1 • Uses both primary and secondary sources [Assessment available 6.2]. #1
Complex Text	Range of Reading and Level of Text Complexity RH.6.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> • Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]. . . . #1 • Identifies and pursues personal interests by reading widely in diverse formats and media. #2 • Reads independently #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
COMMON CORE			
TAGS Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence Summarizing	Key Ideas and Details RH.7.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.7.2. 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. RH.7.3. 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).	Key Ideas and Details <ul style="list-style-type: none"> Determines what resources will most likely offer quality information #1 Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas #1 Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #2 Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]. #1 Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 Questions the differences between sources and seeks additional sources to resolve #1 Forms opinions and judgments backed up by supporting evidence #1 Considers culturally divergent and opposing viewpoints on topics. #3 Cites all sources used according to local style formats [Assessment available 7.7]. #1 	
Author's Perspective Domain Specific Vocabulary Point of View Purpose Visual Information	Craft and Structure RH.7.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.7.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.7.6. 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).	Craft and Structure <ul style="list-style-type: none"> Determines what resources will most likely offer quality information #1 Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]. #1 Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #2 Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]. #1 Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 	

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Reasoning Relationships Secondary Source Evidence Visual Information	<p>Integration of Knowledge and Ideas</p> <p>RH.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.7.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.7.9. Analyze the relationship between a primary and secondary source on the same topic</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]..... #1 • Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]..... #1 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]..... #1 • Questions the differences between sources and seeks additional sources to resolve. #1 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level..... #2 	
Complex Text	<p>Range of Reading and Level of Text Complexity</p> <p>RH.7.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Independently locates and selects information for personal, hobby, or vocational interests. #2 • Reads independently..... #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level..... #2 	

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
COMMON CORE			
Tags Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence Summarizing	Key Ideas and Details RH.8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.8.2. 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. RH.8.3. 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).	Key Ideas and Details <ul style="list-style-type: none"> Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. #1 Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4] #1 Recognizes that own point of view influences the interpretation of information [Assessment available 8.5] #1 Draws conclusions based on explicit and implied information [Assessment available 8.6] #1 	
Author's Perspective Chronology Domain Specific Vocabulary Point of View Purpose	Craft and Structure RH.8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.8.6. 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).	Craft and Structure <ul style="list-style-type: none"> Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4] #1 Recognizes that own point of view influences the interpretation of information [Assessment available 8.5] #1 Analyzes disparate points of view discovered in different sources #1 	

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
TAGS	COMMON CORE
<p>Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Secondary Source Evidence Visual Information</p>	<p>Integration of Knowledge and Ideas RH.8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.8.9. Analyze the relationship between a primary and secondary source on the same topic.</p>
	<p>INFORMATION FLUENCY CONTINUUM IFC STANDARD</p> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information [Assessment available 8.3]. #1 ◦ Seeks balanced view by using diverse sources to access appropriate material . . . #1 ◦ Selects information based on authority and point of view. #1 ◦ Compares online resources to seek global perspective. #3 ◦ Identifies misconceptions and revises ideas as new information is gained. #1 ◦ Analyzes disparate points of view discovered in different sources. #1
<p>Complex Text</p>	<p>Range of Reading and Level of Text Complexity RH.8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Creates and shares reading experiences and responds in a variety of ways and formats. #2 ◦ Reads independently. #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Analyzing Chronology Key details Major Events Primary source Evidence Secondary source Evidence Secondhand account Summarizing	Key Ideas and Details RH.9.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9.2. 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. RH.9.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Key Ideas and Details <ul style="list-style-type: none"> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 Reads background information to discover the complexities of the problem or question and brainstorm ideas for further inquiry. #1 Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. #3 Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]. #1 	
Analyzing Comparing Domain Specific Vocabulary Key Details Point of View Text Features	Craft and Structure RH.9.4. 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. RH.9.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9.6. 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.	Craft and Structure <ul style="list-style-type: none"> Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4] #1 Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. #1 	

GRADE 9 • Common Core / Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
Analyzing Author's Perspective Claims Comparing Contrasting Evidence Main Topic Primary Source Evidence Reasoning Secondary Source Evidence Secondhand account	Integration of Knowledge and Ideas RH.9.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.9.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.9.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important #1 Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively. #1 Uses technology resources such as the online catalog, online encyclopedias, online databases, web search directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry #1 Adjusts search strategies by comparing information gathered with the problem or question #1 Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3] #1 Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4] #1 Uses multiple resources as a general rule to seek a balanced and global perspective #3
Complex Text	Range of Reading and Level of Text Complexity RH.9.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum. #2 Reads a variety of fiction and nonfiction materials in various formats #2 Uses print and nonprint resources for information and personal needs; actively seeks answers to questions #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Analyzing</p> <p>Chronology</p> <p>Key details</p> <p>Major Events</p> <p>Primary source Evidence</p> <p>Secondary source Evidence</p> <p>Secondhand account</p> <p>Summarizing</p>	<p>Key Ideas and Details</p> <p>RH.10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.10.2. 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.</p> <p>RH.10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Recognizes statements that can be verified. #1 Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) #1
<p>Analyzing</p> <p>Comparing</p> <p>Domain Specific Vocabulary</p> <p>Key Details</p> <p>Point of View</p> <p>Text Features</p>	<p>Craft and Structure</p> <p>RH.10.4. 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.</p> <p>RH.10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.10.6. 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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information). #1 Recognizes statements that can be verified. #1 Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
Analyzing Author's Perspective Claims Comparing Contrasting Evidence Main Topic Primary Source Evidence Reasoning Secondary Source Evidence Secondhand account	Integration of Knowledge and Ideas RH.10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Connects the meaning from one digital text to another to gain a comprehensive understanding of the topic of interest. #3 Recognizes statements that can be verified. #1 Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness. #1 Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1 Considers alternative perspectives and evaluates differing points-of-view. #3
Complex Text	Range of Reading and Level of Text Complexity RH.10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking #2

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Analyzing</p> <p>Evidence</p> <p>Evaluating</p> <p>Key Details</p> <p>Major Idea/ Central Message</p> <p>Primary source evidence</p> <p>Secondary source evidence</p> <p>Summarizing</p>	<p>Key Ideas and Details</p> <p>RH.11.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11.2. 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>RH.11.3. 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>Key Ideas and Details</p> <ul style="list-style-type: none"> • Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [Assessment available 11.3] #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided #1 • Recognizes competing interpretations of historical events and issues and the reasons for those differences #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) #1 • Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2] . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence #1 • Presents different perspectives with evidence for each [Assessment available 11.4] #1 • Identifies and addresses previously held misconceptions #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. #3
<p>Analyzing</p> <p>Claims</p> <p>Evaluating</p> <p>Evidence</p> <p>Primary source evidence</p> <p>Point of View</p> <p>Text Features</p>	<p>Craft and Structure</p> <p>RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Categorizes information; adds new categories as necessary; explores connections among categories. #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. #3

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Author's Perspective</p> <p>Claims</p> <p>Counterclaims</p> <p>Evaluating</p> <p>Evidence</p> <p>Primary source evidence</p> <p>Problem/Solution</p> <p>Secondary source evidence</p>	<p>Integration of Knowledge and Ideas</p> <p>RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Connects the meaning from one digital text to another to gain a comprehensive understanding of the topic of interest. #3 Recognizes statements that can be verified. #1 Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness. #1 Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1 Considers alternative perspectives and evaluates differing points-of-view. #3
<p>Complex Text</p> <p>Informational Texts</p>	<p>Range of Reading and Level of Text Complexity</p> <p>RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career #2

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
<p>Analyzing</p> <p>Evidence</p> <p>Evaluating</p> <p>Key Details</p> <p>Major Idea/ Central Message</p> <p>Primary source evidence</p> <p>Secondary source evidence</p> <p>Summarizing</p>	<p>Key Ideas and Details</p> <p>RH.12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.12.2. 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>RH.12.3. 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>Key Ideas and Details</p> <ul style="list-style-type: none"> Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective..... #1 Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]. #1 Independently recognizes gaps in information (based on the complexity of the problem or question)..... #1 Extends search beyond readily available sources to ensure accuracy and comprehensiveness. #1 Maintains an open attitude about new areas of the subject that were previously unknown or overlooked..... #1 Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]. #1 Changes own ideas based on the ideas of others. #1 Develops own point of view and supports with evidence [Assessment available 12.4]. #1 Understands text on both a literal and abstract level #2 	
<p>Analyzing</p> <p>Author's Perspective</p> <p>Claims</p> <p>Domain Specific Vocabulary</p> <p>Evaluating</p> <p>Evidence</p> <p>Primary source evidence</p> <p>Point of View</p> <p>Text Features</p>	<p>Craft and Structure</p> <p>RH.12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective #1 Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2] #1 Independently recognizes gaps in information (based on the complexity of the problem or question)..... #1 	

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Author's Perspective</p> <p>Claims</p> <p>Conflicting Evidence</p> <p>Counterclaims</p> <p>Evaluating Evidence</p> <p>Primary source evidence</p> <p>Problem/Solution</p> <p>Secondary source evidence</p>	<p>Integration of Knowledge and Ideas</p> <p>RH.12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective #1 Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]. #1 Independently recognizes gaps in information (based on the complexity of the problem or question) #1 Extends search beyond readily available sources to ensure accuracy and comprehensiveness #1 Maintains an open attitude about new areas of the subject that were previously unknown or overlooked #1 Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]. #1 Changes own ideas based on the ideas of others #1 Develops own point of view and supports with evidence [Assessment available 12.4]. #1 Understands text on both a literal and abstract level. #2
<p>Complex Text</p> <p>Informational Texts</p>	<p>Range of Reading and Level of Text Complexity</p> <p>RH.12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). #1