

N.C. Educational Standards addressed by NHD

The following educational standards will be met by a student who participates in the National History Day program. Additional educational standards, across multiple disciplines, may also be targeted depending on the student's historical topic and project category.

Social Studies

6th Grade

6.H.1: Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

- **6.H.1.1** - Construct charts, graphs and historical narratives to explain particular events or issues over time.
- **6.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.
- **6.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.

6.H.2: Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

- **6.H.2.2** - Compare historical and contemporary events and issues to understand continuity and change.

7th Grade

7.H.1: Use historical thinking to analyze various modern societies.

- **7.H.1.1** - Construct charts, graphs, and historical narratives to explain particular events or issues over time.
- **7.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.
- **7.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.

8th Grade

8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

- **8.H.1.1** - Construct charts, graphs, and historical narratives to explain particular events or issues.
- **8.H.1.2** - Summarize the literal meaning of historical documents in order to establish context.
- **8.H.1.3** - Use primary and secondary sources to interpret various historical perspectives.
- **8.H.1.4** - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- **8.H.1.5** - Analyze the relationship between historical context and decision-making.

World History

W.H.H.1: Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

- **WH.H.1.1** - Use Chronological thinking to:
 1. Identify the structure of a historical narrative or story: (its beginning, middle, end).
 2. Interpret data presented in time lines and create time lines.
- **WH.H.1.2** - Use Historical Comprehension to:
 1. Reconstruct the literal meaning of a historical passage.
 2. Differentiate between historical facts and historical interpretations.
 3. Analyze data in historical maps.
 4. Analyze visual, literary and musical sources.
- **WH.H.1.3** - Use Historical Analysis and Interpretation to:
 1. Identify issues and problems in the past.
 2. Consider multiple perspectives of various peoples in the past.
 3. Analyze cause-and-effect relationships and multiple causations.

4. Evaluate competing historical narratives and debates among historians.
 5. Evaluate the influence of the past on contemporary issues.
- **WH.H.1.4** - Use Historical Research to:
 1. Formulate historical questions.
 2. Obtain historical data from a variety of sources.
 3. Support interpretations with historical evidence.
 4. Construct analytical essays using historical evidence to support arguments.

American History I

AH1.H.1: Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

- **AH1.H.1.1** - Use Chronological thinking to:
 1. Identify the structure of a historical narrative or story: (its beginning, middle, end).
 2. Interpret data presented in time lines and create time lines.
- **AH1.H.1.2** - Use Historical Comprehension to:
 1. Reconstruct the literal meaning of a historical passage.
 2. Differentiate between historical facts and historical interpretations.
 3. Analyze data in historical maps.
 4. Analyze visual, literary, and musical sources
- **AH1.H.1.3** - Use Historical Analysis and Interpretation to:
 1. Identify issues and problems of the past.
 2. Consider multiple perspectives of various peoples of the past.
 3. Analyze cause-and-effect relationships and multiple causation.
 4. Evaluate competing historical narratives and debates among historians.
 5. Evaluate the influence of the past on contemporary issues.
- **AH1.H.1.4** - Use Historical Research to:
 1. Formulate historical questions.
 2. Obtain historical data from a variety of sources.
 3. Support interpretations with historical evidence.
 4. Construct analytical essays using historical evidence to support arguments.

American History II

AH2.H.1: Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

- **AH2.H.1.1** - Use Chronological thinking to:
 1. Identify the structure of a historical narrative or story: (its beginning, middle, end).
 2. Interpret data presented in time lines and create time lines.
- **AH2.H.1.2** - Use Historical Comprehension to:
 1. Reconstruct the literal meaning of a historical passage.
 2. Differentiate between historical facts and historical interpretations.
 3. Analyze data in historical maps.
 4. Analyze visual, literary, and musical sources
- **AH2.H.1.3** - Use Historical Analysis and Interpretation to:
 1. Identify issues and problems of the past.
 2. Consider multiple perspectives of various peoples of the past.
 3. Analyze cause-and-effect relationships and multiple causation.
 4. Evaluate competing historical narratives and debates among historians.
 5. Evaluate the influence of the past on contemporary issues.
- **AH2.H.1.4** - Use Historical Research to:
 1. Formulate historical questions.
 2. Obtain historical data from a variety of sources.
 3. Support interpretations with historical evidence.
 4. Construct analytical essays using historical evidence to support arguments.

English Language Arts

Reading: Informational Text

CCR Anchor Standard R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **RI.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.1** - Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.11-12.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR Anchor Standard R.2: Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

- **RI.6.2** - 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.
- **RI.7.2** - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.8.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.9-10.2** - 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.
- **RI.11-12.2** - Determine two or more central ideas of a text and analyze their 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.

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- **RI.6.3** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RI.7.3** - Analyze the interactions between individuals, events, and ideas in a text.
- **RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- **RI.9-10.3** - 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.
- **RI.11-12.3** - 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.

CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

- **RI.6.4** - Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.

- **RI.7.4** - Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- **RI.8.4** - Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI.9-10.4** - Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.11-12.4** - Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.

- **RI.6.6** - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.7.6** - 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.
- **RI.8.6** - 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.
- **RI.9-10.6** - 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 or purpose.
- **RI.11-12.6** - 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, and/or persuasiveness of the text.

CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **RI.6.7** - Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
- **RI.7.7** - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- **RI.8.7** - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- **RI.9-10.7** - Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **RI.11-12.7** - Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.

CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RI.6.8** - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **RI.7.8** - 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.
- **RI.8.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.9-10.8** - 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.

- **RI.11-12.8** - Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.

CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RI.6.9** - Compare and contrast one author’s presentation of events with that of another.
- **RI.7.9** - 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.
- **RI.8.9** - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **RI.9-10.9** - Analyze influential documents of historical and literary significance, including how they address related themes and concepts.
- **RI.11-12.9** - Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **W.6.1** - Write arguments to support claims with clear reasons and relevant evidence.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce claim(s) and organize the reasons and evidence clearly.
 - c) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - d) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - e) Establish and maintain a formal style.
 - f) Provide a concluding statement or section that follows from the argument presented.
 - g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.7.1** - Write arguments to support claims with clear reasons and relevant evidence.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - c) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - d) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e) Establish and maintain a formal style.
 - f) Provide a concluding statement or section that follows from and supports the argument presented.
 - g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.8.1** - Write arguments to support claims with clear reasons and relevant evidence.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - c) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - d) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from and supports the argument presented.
- g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - c) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - d) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the argument presented.
 - g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - c) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - d) 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.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the argument presented.
 - g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - d) Use appropriate transitions to clarify the relationships among ideas and concepts.
 - e) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Establish and maintain a formal style.
 - g) Provide a concluding statement or section that follows from the information or explanation presented.
 - h) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.7.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - e) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Establish and maintain a formal style.
 - g) Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - h) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.8.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - d) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - e) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Establish and maintain a formal style.
 - g) Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - h) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **W.9-10.2** - 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.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - d) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - e) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - f) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - g) Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - h) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.2** - 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.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c) 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.
 - d) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - e) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - f) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - g) Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - h) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **W.6.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- e) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- f) Provide a conclusion that follows from the narrated experiences or events.
- g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.7.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - d) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - e) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - f) Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.8.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - c) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - d) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - e) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - f) Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - c) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - d) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- e) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - f) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Organize information and ideas around a topic to plan and prepare to write.
 - b) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - c) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - d) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
 - e) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - f) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

- **W.6.4** - Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.
- **W.7.4** - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.
- **W.8.4** - Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **W.9-10.4** - Use digital tools and resources 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.
- **W.11-12.4** - Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- **W.6.5** - Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.
- **W.7.5** - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **W.8.5** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.9-10.5** - 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.

- **W.11-12.5** - 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.

CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **W.6.6** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **W.7.6** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.8.6** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.9-10.6** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.11-12.6** - 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 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.

Information and Technology Essential Standards

Grade 6

6.SI.1: Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

6.TT1: Use technology and other resources for the purpose of accessing, organizing, and sharing information.

6.RP.1: Apply a research process for collaborative or individual research.

6.SE.1.1: Apply ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

Grade 7

7.SI.1: Evaluate information resources based on specific criteria.

7.TT1: Use technology and other resources for assigned tasks.

7.RP.1: Apply a research process to complete given tasks.

7.SE.1.1: Apply ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

Grade 8

8.SI.1: Evaluate information resources based on specific criteria.

8.TT1: Use technology and other resources for assigned tasks.

8.RP.1: Apply a research process to complete project-based activities.

8.SE.1.1: Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

Grade 9-12

HS.SI.1: Evaluate resources needed to solve a given problem.

HS.TT1: Use technology and other resources for assigned tasks.

HS.SE.1.1: Analyze ethical issues and practices related to copyright, not plagiarizing, and netiquette.