

## Arkansas Disciplinary Literacy Standards (2016) and History Day



CCSS for Literacy in All Subjects Standard Anchor Standard	6-8	9-10	11-12	NHD Activities
Reading/History 1 Explicit/Implicit meanings	Cite specific textual evidence to support analysis of primary and secondary sources.			<ul style="list-style-type: none"> <li>•Bibliographic annotations explaining and evaluating primary and secondary sources</li> </ul>
RH 2 - Main ideas	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			<ul style="list-style-type: none"> <li>•Bibliographic annotations</li> <li>•Use of photos, quotes, film clips, etc. in the creative element of the NHD project as evidence of historical context, historical information, and analysis.</li> <li>•Timelines used as part of exhibit or web site entries.</li> </ul>
RH 3 - Text Relationships	Identify key steps in a text's description of a process related to history/social studies	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.		<ul style="list-style-type: none"> <li>• Bibliographic annotations that give evidence of cause and effect</li> <li>• Analytical timeline used in the creative element of the project.</li> <li>•Use of multiple sources to triangulate information for increased accuracy (bibliography)</li> <li>• Explanation of short and long term outcomes, as part of the creative work (exhibit, documentary, etc.)</li> </ul>

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RH 4 - Vocabulary	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	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.	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 of the course of a text	<ul style="list-style-type: none"> <li>•Bibliographic annotation that explains how different historical actors may have used words for different meanings.</li> </ul>
RH 5 - Text Structure	Describe how a text presents information (sequentially, comparatively, causally)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	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.	<ul style="list-style-type: none"> <li>•Bibliographic annotations that evaluate the structure of a primary source.</li> <li>•Classroom group discussion or how to analyze primary sources for historical context and information.</li> </ul>
RH 6 - Author's purpose/perspective	Identify aspects of a text that reveal an author's point of view or purpose (loaded language, inclusion or avoidance of particular facts).	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.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence	<ul style="list-style-type: none"> <li>•Bibliographic annotations that note diverse points of view or perspective of the same incident.</li> </ul>
RH 7 - Visual literacy/technology	Integrate visual information (charts, maps, photos, videos, etc.) with			<ul style="list-style-type: none"> <li>• All NHD categories (other than research papers, possibly) make use of visual information such as</li> </ul>

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	other information in print and digital texts			maps, charts, videos, etc. to tell the story and analyze collected information. •Students often use public data archives, such as census records or other public records to support their thesis arguments.
RH 8 - Argument and support	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	<ul style="list-style-type: none"> <li>• Thesis statement</li> <li>• Use of primary and secondary sources to provide evidence to support thesis.</li> <li>• Students must separate their bibliography into primary source and secondary source sections as evidence that they understand what constitutes a primary source.</li> <li>• Presentation of research in any of the categories gives multiple opportunities for evaluation of sources.</li> </ul>
RH - 9 Multiple texts	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<ul style="list-style-type: none"> <li>• Use of multiple primary and secondary sources is an integral part of the NHD process.</li> </ul>

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RH 10 - Text complexity	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>• Annotated bibliography</li> </ul>

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Writing/History (WHST) 1 Argumentative Writing	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reason and evidence logically.</p>	<p>Write arguments focused on discipline-specific content.</p>	<p>Write arguments focused on discipline-specific content</p> <p>a. Introduce precise, knowledgeable claims(s), establish the significance of the claim(s), distinguish the claim from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaim, reasons and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p>	<p>Components of a NHD research project:</p> <ul style="list-style-type: none"> <li>• Thesis statement</li> <li>• Use of primary and secondary sources as evidence to support (or refute) the thesis</li> <li>• Analysis of the data and sources to determine significance and conclusions</li> <li>• Multiple sources to examine different perspectives of the topic</li> <li>• Evidence of balanced process</li> <li>• Annotated bibliography must use either MLA or Chicago Manual of Style</li> <li>• 60% of project evaluation: historical accuracy, use of primary sources, historical analysis, balanced research, opposing perspectives</li> <li>• 20% of project evaluation: organization of materials, clarity of presentation, writing style and cohesion of ideas/information</li> <li>• 20% of project evaluation: connection to theme and the quality of the analysis</li> </ul>

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			<p>d. Establish and maintain a formal style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented</p>	
WHST 2 Informative/explanatory writing	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes	<ul style="list-style-type: none"> <li>● Captions for images, graphs, etc. used in exhibits, web sites, or documentaries must conform to standard writing style</li> <li>● Process paper</li> <li>● Bibliography annotations</li> <li>● Historical research paper category</li> <li>● Written elements of Exhibit or Web Site categories</li> <li>● Required use of MLA or Chicago Style</li> <li>● Grammar, style, and organization are elements of formal project evaluation by teacher and contest judges</li> <li>● Categories that use written materials will have a written conclusion that provides analysis and significance of the topic and supports the thesis</li> </ul>

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WHST 4 Task, purpose and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<ul style="list-style-type: none"> <li>•Process paper</li> <li>•Annotated Bibliography</li> <li>•Written material used in the presentation aspect.</li> <li>•Students know their work will be evaluated by historians and humanities scholars.</li> </ul>
WHST 4 Task, purpose and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<ul style="list-style-type: none"> <li>•Process paper</li> <li>•Annotated Bibliography</li> <li>•Written material used in the presentation aspect.</li> <li>•Students know their work will be evaluated by historians and humanities scholars.</li> </ul>
WHST 5 Writing Process	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,	Develop and then write as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> <li>•Students start their research month before the first competition, giving them ample time to get feedback from multiple sources and to revise as they deem necessary.</li> <li>•Students' work is evaluated at multiple levels and by multiple audiences as the entry advances through the competition system.</li> </ul>

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	focusing on how well purpose and audience have been addressed.			
WHST 6 Technology	Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.	Use technology, including the Internet, 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.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> <li>• Web site categories</li> <li>• Documentary Categories.</li> <li>• use the internet for research and to find images or video footage for presentation of research.</li> <li>• Use of multiple online writing tools to share resources, and collaborate with teachers and peers.</li> </ul>
WHST 7 Inquiry and Research	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.	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.	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.	<ul style="list-style-type: none"> <li>•Topics must relate to NHD theme and include research that addresses that connection</li> <li>•Annotated bibliography</li> <li>•The entire research project synthesizes multiple sources of information, demonstrating a broad understanding of the topic and its application to the theme.</li> </ul>



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WHST 8 Relevant and Reliable Resources	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.	Gather relevant information from multiple print and digital sources, using search terms 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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	<ul style="list-style-type: none"> <li>•Annotated bibliography with primary and secondary sources separated.</li> <li>•Bibliography must show a wide variety of sources.</li> <li>•Evidence of plagiarism is noted by contest judges (and certainly by teachers) and students are given feedback explaining how/why their written work may not be considered original</li> <li>•60% of evaluation is based on research.</li> </ul>
WHST 9 Evidence for analysis and reflection	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>•Annotated bibliography</li> <li>•Use of informational sources to tell the story in the creative element of the research project.</li> </ul>
WHST 10 Routine writing	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>•NHD is a semester -or year-long endeavor that is broken into multiple segments of short writing experience that are put together into the larger project</li> <li>•Process paper</li> <li>•Annotated bibliography</li> <li>Historical research paper category</li> </ul>

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	purposes, and audiences.			