

## COMMON CORE CONNECTIONS

The White Rose Research Contest helps students practice the competencies that will ensure they are college and career ready by the end of high school. The contest seeks to provide an authentic, Real World Learning experience by asking students to draw conclusions from primary sources, synthesize information from multiple sources, form a thesis (claim) based on their research, and persuade an audience—through written or audio-visual means—to accept their thesis. Although students practice the work of historians as they research a Holocaust-related topic, they gain skills applicable to many subject areas and careers. By sponsoring this activity as a contest, MCHE hopes to incentivize students in ways that might not be possible for teachers who assign other types of research projects.

The following table outlines the principle *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* that are applicable to the White Rose Research Contest. Keep in mind that 1) standards increase in complexity and difficulty over time, and 2) students are expected to skillfully execute standards mastered in previous grades. Also be aware that some standards have sub-standards not delineated here.

Find the complete *Common Core State Standards* at <https://www.corestandards.org/ELA-Literacy/>

Common Core Standard	Grade 8	Grades 9-10	Grades 11-12
<b>Reading Standards for Informational Text</b>	<u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>CCSS.ELA-LITERACY.RI.11-12.1</u> 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.
		<u>CCSS.ELA-LITERACY.RI.9-10.7</u> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	<u>CCSS.ELA-LITERACY.RI.8.8</u> 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.	<u>CCSS.ELA-LITERACY.RI.9-10.8</u> 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.	

Common Core Standard	Grade 8	Grades 9-10	Grades 11-12
<b>Writing Standards</b>	<u>CCSS.ELA-LITERACY.W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence.	<u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<u>CCSS.ELA-LITERACY.W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<u>CCSS.ELA-LITERACY.W.8.5</u> 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, focusing on how well purpose and audience have been addressed.	<u>CCSS.ELA-LITERACY.W.9-10.5</u> 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.	<u>CCSS.ELA-LITERACY.W.11-12.5</u> 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.
	<u>CCSS.ELA-LITERACY.W.8.8</u> 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.	<u>CCSS.ELA-LITERACY.W.9-10.8</u> 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.	<u>CCSS.ELA-LITERACY.W.11-12.8</u> 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.
	<u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core Standard	Grade 8	Grades 9-10	Grades 11-12
<b>Language Standards</b>	<p><u>CCSS.ELA-LITERACY.L.8.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.B</u> Form and use verbs in the active and passive voice.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.C</u> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.D</u> Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><u>CCSS.ELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.9-10.1.A</u> Use parallel structure.</p> <p><u>CCSS.ELA-LITERACY.L.9-10.1.B</u> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.1.A</u> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.1.B</u> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
	<p><u>CCSS.ELA-LITERACY.L.8.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.A</u> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.B</u> Use an ellipsis to indicate an omission.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.C</u> Spell correctly.</p>	<p><u>CCSS.ELA-LITERACY.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.9-10.2.A</u> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><u>CCSS.ELA-LITERACY.L.9-10.2.B</u> Use a colon to introduce a list or quotation.</p> <p><u>CCSS.ELA-LITERACY.L.9-10.2.C</u> Spell correctly.</p>	<p><u>CCSS.ELA-LITERACY.L.11-12.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.2.A</u> Observe hyphenation conventions.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.2.B</u> Spell correctly.</p>
	<p><u>CCSS.ELA-LITERACY.L.8.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>CCSS.ELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Common Core Standard	Grade 8	Grades 9-10	Grades 11-12
<b>Speaking &amp; Listening</b>  <b>(Relevant to the Documentary)</b>	<u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	<u>CCSS.ELA-LITERACY.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Common Core Standard	Grades 6-8	Grades 9-10	Grades 11-12
<b>Literacy in History/ Social Studies</b>	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u> 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><u>CCSS.ELA-LITERACY.RH.11-12.1</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.3</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.4</u> 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><u>CCSS.ELA-LITERACY.RH.9-10.4</u> 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 science.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> 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.</p>
	<p><u>CCSS.ELA-LITERACY.RH.6-8.6</u> 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).</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.6</u> 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><u>CCSS.ELA-LITERACY.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
	<p><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
	<p><u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>