

## CCSS ELA Literacy Standards to Ward off the Post-fact World

Alan Watts, the prolific author who helped popularize Zen Buddhism in the US, told a wonderful parable about distinguishing the direction from the goal. “If you’re travelling down the highway and see a road sign that says **CHICAGO** ↑ you don’t stop the car and climb the sign.” The sign points to a direction; it’s not an end. That’s not a bad way to think about standards; they point a direction towards a goal.

One of the great thing about standards is that they can open a whole world of discussion and collaboration between teachers and promote innovation in focal points and teaching strategies.

Here are some CCSS in ELA to help point a direction towards discernment of fact from non-fact.

### **ELA Standards in Social Studies**

#### [CCSS.ELA-LITERACY.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.

#### [CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### [CCSS.ELA-LITERACY.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### [CCSS.ELA-LITERACY.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

#### [CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### [CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### [CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

#### [CCSS.ELA-LITERACY.RH.11-12.9](#)

## **CCSS ELA Literacy Standards to Ward off the Post-fact World**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### [CCSS.ELA-LITERACY.RST.6-8.6](#)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### [CCSS.ELA-LITERACY.RST.6-8.7](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

### [CCSS.ELA-LITERACY.RST.6-8.8](#)

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## **ELA Standards in science**

### **Integration of Knowledge and Ideas:**

#### [CCSS.ELA-LITERACY.RST.9-10.7](#)

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

#### [CCSS.ELA-LITERACY.RST.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

#### [CCSS.ELA-LITERACY.RST.9-10.9](#)

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### **Key Ideas and Details:**

#### [CCSS.ELA-LITERACY.RST.11-12.1](#)

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

#### [CCSS.ELA-LITERACY.RST.11-12.2](#)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

#### [CCSS.ELA-LITERACY.RST.11-12.3](#)

## CCSS ELA Literacy Standards to Ward off the Post-fact World

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

### **Craft and Structure:**

#### [CCSS.ELA-LITERACY.RST.11-12.4](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

#### [CCSS.ELA-LITERACY.RST.11-12.5](#)

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

#### [CCSS.ELA-LITERACY.RST.11-12.6](#)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

### **Integration of Knowledge and Ideas:**

#### [CCSS.ELA-LITERACY.RST.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

#### [CCSS.ELA-LITERACY.RST.11-12.8](#)

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

#### [CCSS.ELA-LITERACY.RST.11-12.9](#)

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.