SOCIAL STUDIES GRADE EIGHT: COLLEGE & CAREER READINESS SKILLS

LITERACY	KNOW	UNDERSTAND	DO
	COMMON CORE STANDARDS ANCHOR READING STANDARD FOR LITERACY IN SOCIAL STUDIES		
READING INFORMATION	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*

<table>
<tr><td rowspan="3" style="writing-mode:vertical">KEY IDEAS AND DETAILS</td>
<td>RI.1. Grade 6-8: Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>
• Informational text (historical, expository/technical texts)
• How to cite specific textual evidence (e.g., offer proof from primary and secondary sources)
• How to analyze (e.g., bias, credibility, point of view, perspective)
• Audience
• Purpose
• How to draw conclusions
• Background knowledge
• Critical/analytical judgments
• Explicitly stated information from the text
• Primary sources (including strengths and limitations)
• Secondary sources (including strengths and limitations)
• Difference between primary and secondary sources
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<td>
• Authors include key details in informational texts which can help a reader ask and answer questions.
• Authors of informational text(s) make specific choices about the selection of sources and use of evidence.
• Good readers/researchers analyze the reliability of the information within a document/text.
• Good readers/researchers differentiate between strong and weak textual evidence.
• Good readers/researchers use strong textual evidence, connections to their own lives and their background knowledge to draw conclusions from what they read.
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<td>
• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read
• Differentiate between primary and secondary sources
• Describe the connection between the audience and the text
• Describe the connection between the author's purpose and the text
• Identify/cite and explain information from primary sources
• Identify/cite and explain information from secondary sources
• Identify/cite appropriate text support for inferences
• Differentiate between strong and weak textual support
• Draw conclusions about events in a text
• Analyze primary sources for bias, credibility, point of view, perspective, and purpose
• Analyze secondary sources for bias, credibility, point of view, perspective, and purpose
• Cite specific textual evidence to support analysis of primary and secondary sources
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<td>RI.2. Grade 6-8: 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.</td>
<td>
• Informational text (historical, expository/technical texts)
• Primary source(s)
• Secondary source(s)
• Central/main idea
• Prior/background knowledge
• Difference between central/main ideas and key details in an informational text
• Patterns of organization (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)
• Different purposes for graphic organizers, based on structure of text
• Difference between central/ main ideas and key details in an informational text
• Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts
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<td>
• Authors select organizational patterns and support to convey their central idea(s).
• Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).
• Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments
</td>
<td>
• Recognize how ideas are organized in an informational text
• Identify primary sources
• Identify secondary sources
• Determine the central idea of an informational text
• Describe or graphically represent the relationship between central ideas and details
• Explain how the central ideas are supported by key details
• Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments
• 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
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<td>RI.4. Grade 6-8: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
<td>
• Informational text (historical, expository/technical texts)
• Word choice
• Context clues
• Vocabulary specific to history (e.g., artifact, bias, credibility, point of view)
• Vocabulary specific to geography (e.g., region, diffusion, mental maps)
• Vocabulary specific to economics (e.g., supply, demand, interdependence)
• Vocabulary specific to civics (e.g., federalism, political freedom, amendment)
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<td>
• Authors of informational text(s) use domain- specific vocabulary to clarify concepts.
• Authors make purposeful word choices to achieve an intended effect within informational text(s).
• Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
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<td>
• Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words
• Use context clues to unlock the meaning of unknown words/phrases
• Identify, determine the meaning of, and use domain-specific terms
• Determine the appropriate definition of words that have more than one meaning
• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
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CRAFT & STRUCTURE

	KNOW	UNDERSTAND	DO
RI.5. Grade 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).	• Informational text (historical, expository/technical texts) • How to describe • Various text structures (e.g., sentences, paragraph, chapter, section) • Various patterns of organization • (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) • Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) • Difference between patterns of organization and text features • Relationships between parts of text and whole text (as indicated by text features and structures)	• Authors select specific patterns of organization to convey information. • Authors' choices, including patterns of organization, structure, and text features control the central idea and the readers' perception. • Good readers/researchers use their knowledge of organizational patterns, structures, and features to make meaning of informational text(s).	• Identify text features • Identify patterns of organization • Make connections between author's choice of the organizational pattern of an informational text and the text's purpose and central idea • Explain how organization, structure and/or features enhance text's purpose and central idea • Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas • Describe how a text presents information
RI.6. Grade 6-8: 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).	• Informational text (historical, expository/technical texts) • Author's purposes (to inform, to persuade, to explain how) for writing a text • Point of view (e.g., first person, third person) • Author's viewpoint/focus/attitude/bias • Author's perspective (background) • Audience • Author's strategies for developing viewpoint and purpose (e.g., when and how to develop information; what information to include or exclude, what rhetorical devices to use) • Rhetorical devices (e.g., persuasive and propaganda techniques (e.g., repetition, name calling, bandwagon) • Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron)	• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice). • Author's choices reveal their position, viewpoint, or attitude. • Good readers/researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose.	• Identify the ideas and information learned from the author • Identify the author's purpose for writing an informational text • Identify the point of view of the author of an informational text • Identify the strategies the author uses to develop his/her viewpoint and purpose. • Identify rhetorical devices • Describe the author's overall purpose for writing a text • Identify the intended audience • Describe how the author addresses the needs of the audience • Identify the author's viewpoint in a text • Describe how the author's choices reflect his/her attitude, viewpoint, focus, or bias • Describe how the author's choices shape the content • Explain how the purpose or viewpoint is conveyed in a text • Identify aspects of a text that reveal an author's point of view or purpose
RI.7. Grade 6-8: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	• Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Difference between relevant and irrelevant information • Quantitative and/or technical analysis (e.g., numbers, data, statistics) • Qualitative analysis (e.g., human behavior, reasons, non-numerical) • Text and topic/message • Author's purpose /intention • Audiences' needs	• Authors make decisions about their presentation of information in order to convey a specific message. • Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented. • Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose.	• Develop and use research strategies • Distinguish between relevant and irrelevant information • Compare how different text/media present information about the same subject • Identify aspects of text/media that reveal an author's purpose/intention • Analyze the way quantitative and technical analysis support the qualitative analysis • Analyze the details included (and excluded) in different versions of an account • Integrate quantitative or technical analysis with qualitative analysis in print or digital text

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RI.8. Grade 6-8: Distinguish among fact, opinion, and reasoned judgment in a text.	• Informational text (both literary nonfiction and expository/technical texts) • How to trace/delineate an author's argument and specific claims • How to evaluate/assess an author's argument and specific claims • Relevant vs. irrelevant details • Relevant, sufficient reasons/ evidence • Sound/logical/justified reasoning • Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) • Relevant, sufficient evidence • Arguments • Valid vs. invalid claims • False statements • Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority)	• Authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims in order to promote their ideas or agenda. • Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments.	• Identify the author's argument and specific claims • Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims • Differentiate between claims which are supported by reasons/evidence and those which are not • Differentiate between valid and invalid claims • Identify sound reasoning • Identify false statements and fallacious reasoning in an argument • Recognize when irrelevant evidence is introduced • Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) • Assess the extent to which the reasoning and evidence in a text support the author's claims
RI.9. Grade 6-8: Analyze the relationship between a primary and secondary source on the same topic.	• Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Primary source • Secondary source • Strengths and limitations of primary and secondary sources • Compare/contrast • Author's viewpoint/ focus/ attitude/bias • Author's perspective (background) • Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)	• Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose. • Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. • Good readers consult a variety of sources when investigating a topic or an event.	• Develop research studies • Identify the relationship between a primary and secondary source on the same topic • Identify the corroborating or conflicting information, facts, interpretations • Identify the authors' positions in the text • Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases • Analyze the strengths and limitations of primary and secondary sources • Analyze the relationship between a primary and secondary source on the same topic

(INTEGRATION OF KNOWLEDGE AND IDEAS — left vertical label)