

SOCIAL STUDIES GRADE SEVEN: COLLEGE & CAREER READINESS SKILLS

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS ANCHOR READING STANDARD FOR LITERACY IN SOCIAL STUDIES				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS AND DETAILS	<p>RI.1. Grade 6-8: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<p>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.</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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

SOCIAL STUDIES GRADE SEVEN : COLLEGE & CAREER READINESS SKILLS

LITERACY	KNOW	UNDERSTAND	DO	
COMMON CORE STANDARDS ANCHOR STANDARD FOR LITERACY IN SOCIAL STUDIES				
READING INFORMATION	<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>	
CRAFT & STRUCTURE	<p>RI.5. Grade 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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
	<p>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).</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

SOCIAL STUDIES GRADE SEVEN : COLLEGE & CAREER READINESS SKILLS

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS ANCHOR READING STANDARD FOR LITERACY IN SOCIAL STUDIES				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
INTEGRATION OF KNOWLEDGE AND IDEAS	RI.8. Grade 6-8: Distinguish among fact, opinion, and reasoned judgment in a text.	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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