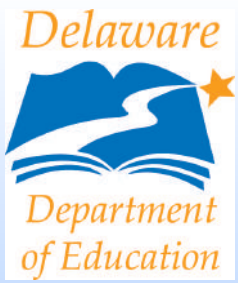




Common Core State Standards Literacy in History/Social Studies



LEQ

**How does the blending of the DE Social
Studies Standards and the CCSS
help students become
“college and career ready” (CCR)?**

Agenda

- Activating Strategy Video
- CCSS Overview/Structure
- Literacy and the CCSS Social Studies Standards
- Performance Tasks
- CCSS Anchor Standards
- Text Types
- Resources
- Reading Like a Historian Overview
- 3-2-1
- Possible Future Plans

Making the Declaration of Independence Come Alive

Grades 9-10, History, Independence

- <https://www.teachingchannel.org/videos/teaching-declaration-of-independence>



The Three Big Shifts in Literacy for Social Studies, Science, and Technical Subjects:

- Building knowledge through reading content-rich nonfiction
- Reading, writing, and speaking grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

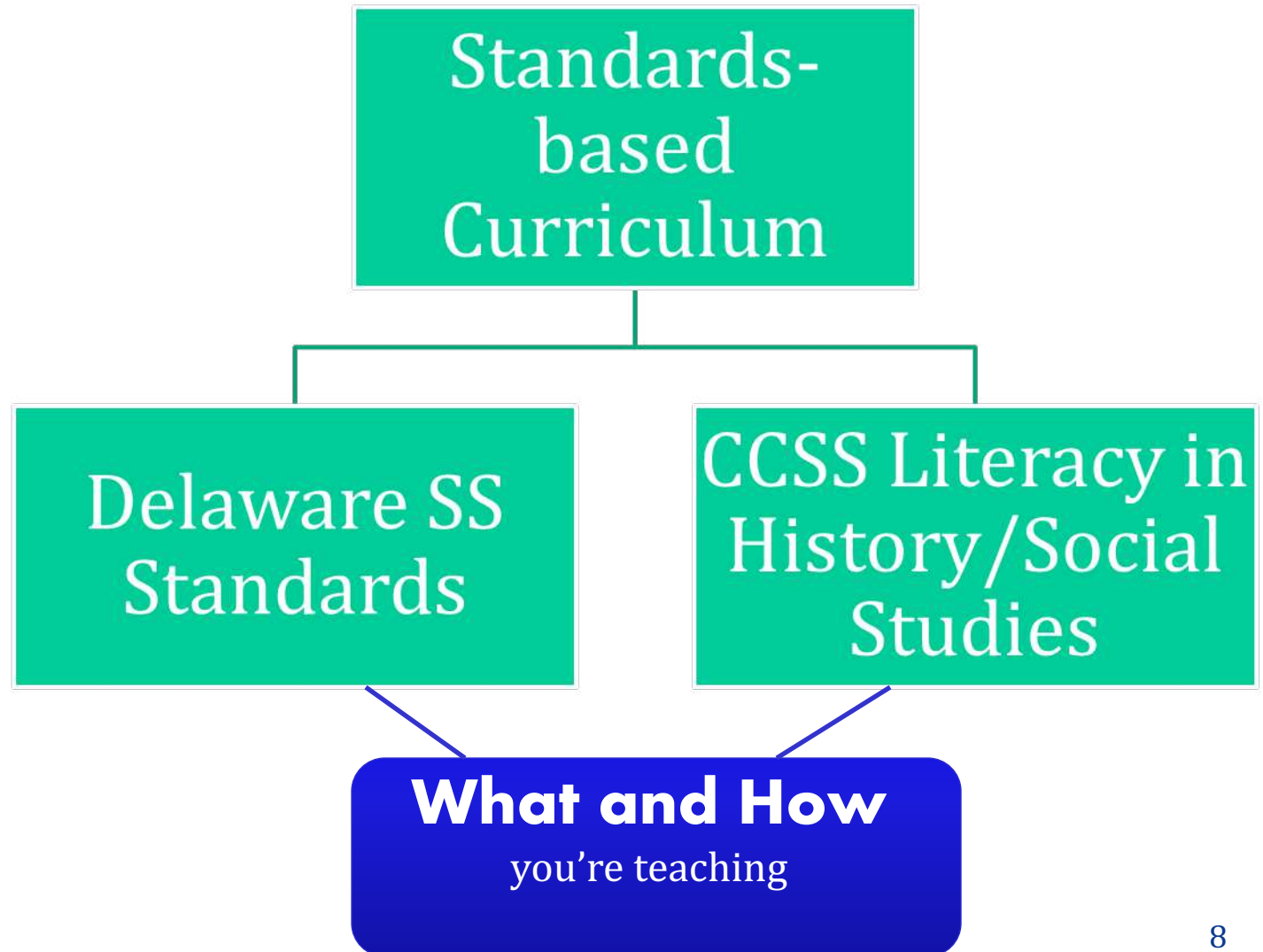


CCSS Overview/Structure

Common Core State Standards Initiative



DE Standards and CCSS



College and Career Readiness Anchor Standards

Reading

- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge & Ideas
- Range of Reading and Text Complexity

Writing

Text Types & Purposes
Production and
Distribution of Writing
Research to Build & Present
Knowledge
Range of Writing

Speaking & Listening

- Comprehension & Collaboration
- Presentation of Knowledge & Ideas

Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Literacy in History/Social Studies, and Science/Technical Studies

Grades 6-12
Reading & Writing Standards for content area
subjects

Foundational Skills

Grades K-5
Print Concepts
Phonological Awareness
Phonics & Word Recognition
Fluency

Appendices

- A: Research behind the standards & Glossary
- B: Text exemplars (complexity, quality and range of reading , performance tasks for grade-levels
- C: Annotated samples of student writing at various grade-levels

READING

10 Anchor Standards for College and Career Readiness

Foundational
Skills

ELA
Standards
K-12

Literacy
Standards
6-12

Literary
Text

Inform
Text

Hist. /
S.S.

Sci. /
Tech
Subj.

K
1
2
3
4
5

K
1
2
3
4
5
6
7
8
9-10
11-12

K
1
2
3
4
5
6
7
8
9-10
11-12

K → → → → →
1 → → → → →
2 → → → → →
3 → → → → →
4 → → → → →
5 → → → → →
6
7
8
9-10
11-12

6-8

9-10

11-12

6-8

9-10

11-12

WRITING

10 Anchor Standards for College and Career Readiness

ELA
Standards
K-12

Literacy
Standards
6-12

K → → → → →
1 → → → → →
2 → → → → →
3 → → → → →
4 → → → → →
5 → → → → →
6
7
8
9-10
11-12

6-8

9-10

11-12

SPEAKING & LISTENING

6 Anchor Standards for CCR

ELA
Standards
K-12

K
1
2
3
4
5
6
7
8
9-10
11-12

LANGUAGE

6 Anchor Standards for CCR

ELA
Standards
K-12

K
1
2
3
4
5
6
7
8
9-10
11-12

Coding of Standards

- Individual grade band-specific standards are identified by their
 - strand,
 - grade band, and
 - number
- RH.9-10.3
 - Reading for Literacy in History/Social Studies
 - Grade band 9-10
 - Standard 3.

Literacy and the CCSS Social Studies Standards

Vertical Articulation:

CIVICS STANDARD ONE: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

- Civics Standard One 9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.
- Civics Standard One 6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.
- Civics Standard One 4-5a: Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.
- Civics Standard One K-3a: Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.

Vertical Articulation:

Reading CCR #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text ... relate to each other and the whole.

- ▶ RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ▶ RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- ▶ RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ▶ RI.K.5: Identify the front cover, back cover, and title page of a book.

VERTICAL ARTICULATION

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.9-10.6 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.
- CCSS.ELA-Literacy.RH.6-8.6 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).

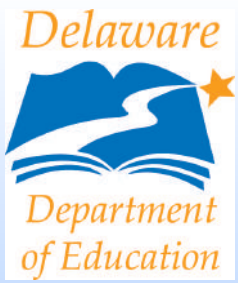
Activity

Social Studies v. ELA Roles: Reading 9-10

CCR	ELA: Informational Text	History/Social Studies
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
I Notice/I Wonder:		
6. Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	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.
I Notice/I Wonder:		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.	Compare and contrast treatments of the same topic in several primary and secondary sources.
I Notice/I Wonder:		

Example: Standard 2 Grade Band 9-10

CCRA Reading Standard (College and Career Ready) Standard	English Language Arts Standard	Literacy in History/Social Studies
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text.	Determine the central ideas or information of a primary or secondary source ; provide an accurate summary of how key events or ideas develop over the course of the text.



Literacy in the Content Areas

Need for students to be proficient in reading complex informational texts, independently, **in a variety of content areas** to be college and career ready

www.schooltube.com/video/e50618aa40af4c73852a/

Focus on Informational Text

2009 NAEP Reading Assessment: Distribution of Literary and Informational Passages

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*, <http://www.nagb.org/publications/frameworks/reading-2009.doc>

Smarter Balanced Performance Tasks

The Value of Literacy In Social Studies

- ❑ Discipline-specific Vocabulary
- ❑ Unique Text Structures
- ❑ Critical Analysis and Evidence
- ❑ Theories, Concepts, Habits of Mind
- ❑ Develop Informational/Technical Writing Skills
- ❑ Authenticity, Relevance, Real Life Application

Activity: Scavenger Hunt

Where are these criteria embedded?

- ☐ Discipline-Specific Vocabulary
- ☐ Unique Text Structures
- ☐ Critical Analysis and Evidence
- ☐ Theories, Concepts, Habits of Mind
- ☐ Develop Informational/Technical Writing Skills
- ☐ Authenticity, Relevance, Real Life Application

SBAC Participatory budgeting Grade 10
SBAC Internal Right of Luxury Grade 8

Activity: Read and Discuss

“History/social studies is a content subject rich in facts, knowledge, concepts, analytical theory, and evidence but subject-matter **CONTENT is only *part* of the discipline.”**



Activity: Political Cartoon Performance Task

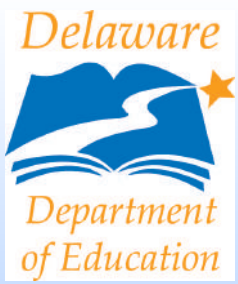
What knowledge and skills do students need to know and do to complete this performance task?

SBAC Political Cartoons grade 10

Think Ink Share Activity

After looking at the two performance tasks, how does the content that YOU teach impact student achievement on performance tasks?

- Think-Ink-Share



CCSS Anchor Standards

Anchor Standards

College & Career Readiness Anchor Standards

Reading

Writing

Activity: Summarize each of the Anchor Standards in a word or phrase.

Example: Anchor Standard 1 Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

One Word Summary: Evidence

Reading Anchor Standards Summary

	Reading Anchor Standards
1.	Evidence
2.	Central Ideas
3.	Interaction
4.	Vocabulary
5.	Text Structure
6.	Point of View/Purpose
7.	Multimedia
8.	Argument (evaluating argument)
9.	Multiple Texts
10.	Range and Complexity

CCSS Writing

	Writing Anchor Standards
1.	Write Arguments
2.	Write to Explain/Inform
3.	Not Applicable
4.	Write with Coherence
5.	Plan, Revise, Rewrite
6.	Use Technology
7.	Write Short Research
8.	Use Multiple Sources
9.	Use Text Evidence
10.	Range of Tasks and Purposes

WRITING STANDARD 4

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Text Types

Literacy in Your Class

Pair Conversations

- How do you define text?
- What texts do you use in your class?
- What other ways is information delivered?

Common Core Expectations

Text types

- **Speeches**
- **Personal Essays**
- **Biographies**
- **Historical/Economic Accounts**
- **Opinions**
- **Arguments**
- **Lectures**
- **Debates**
- **Simulated Web Pages**
- **Newspapers/Magazines**
- **Political Cartoons**
- **Charts**
- **Graphs**
- **Maps**

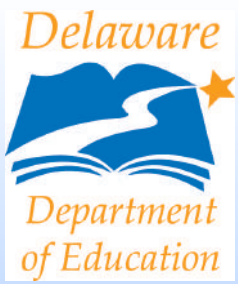
Stimuli

- **Video**
- **Audio**
- **Multimedia**

Activity: Integration of Rich Texts in Social Studies

**—Questions to ask
yourself...**

Resources



Article: Five Strategies to Infuse CCSS with Social Studies Instruction

By Dr. Kristen Swanson

Social Studies Resources

- <http://docsteach.org/>

Ready-to-use tools for teaching documents in the classroom and thousands of primary source documents selected from the national archives.

- <http://sheg.stanford.edu/rlh>

Lesson plans developed by Stanford University Professors on how to approach historical primary and secondary sources from as professional historians do.

- <http://www.archives.gov>

Resources Continued

- <http://learning.blogs.nytimes.com>

Lesson plans for using current and past New York Times articles in the classroom. Teachers can also search for past lessons and topics.

- https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx

Link to Georgia's resources for Literacy in History/Social Studies, Science, and Technical Subjects.

Resources Continued

- <https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-wisconsin-social-studies/critical-texts/social-studies-fiction-non-fiction-suggestions>

Social Studies Fiction & Informational Text Suggestions

Reading Like a Historian: Overview

A Reading Like a Historian Lesson In Action

<https://www.teachingchannel.org/videos/reading-like-a-historian-curriculum>

What do students have to say about Reading Like a Historian Curriculum?

Lesson Plans

<http://sheg.stanford.edu/rlh>

3-2-1

- **3 things I already do**
- **2 things I would like more information about**
- **1 action I plan to do**

Possible Future Plans

- Grade Specific Standards in More Detail
- Sample Texts and Tasks
 - Common Core Appendix
 - SBAC
- Gathering Appropriate Resources and Text Complexity