

## Literacy in History/Social Studies Common Core State Standards Disaggregated Template

<b>Strand:</b>	Reading for Literacy in History/Social Studies	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	6-8
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Number Sequence & Standard	Correlating ELA Standard
6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	<p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7. RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

### Student Friendly Language:

I can read non-fiction documents which are writings that provide information. (non-fiction).  
 I can read a document that was written at the time of an event by someone who was present. (primary sources).  
 I can read text that relates or discusses information from original documents. (secondary sources)  
 I can break apart a text, or topic within a text, to make it easier to understand. (analysis)  
 I can find specific information within a text to prove that I understand an original document. (text evidence- primary sources)  
 I can find specific information within a text to prove that I understand the information in secondary sources (text evidence)

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that...</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>- Informational text (historical, expository/technical texts)</li> <li>- How to cite specific textual evidence (e.g offer proof from primary and secondary sources)</li> <li>- How to analyze (e.g., bias, credibility, point of view, perspective)</li> <li>- Purpose</li> <li>- Critical/analytical judgments</li> <li>- Explicitly stated information from the text</li> <li>- Primary sources (including strengths and limitations)</li> <li>- Secondary sources ( including strengths and limitations)</li> <li>- Difference between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>- Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>- Authors of informational text(s) make specific choices about the selection of sources and use of evidence.</li> <li>- Good readers/researchers analyze the reliability of the information within a document/text.</li> <li>- Good readers/researchers differentiate between strong and weak textual evidence.</li> <li>- Good readers/researchers use strong textual evidence, connections to their own lives and their background knowledge to draw conclusions from what they read.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>- Differentiate between primary and secondary sources</li> <li>- Describe the connection between the author's purpose and the text</li> <li>- Identify/cite and explain information from primary sources</li> <li>- Identify/cite and explain information from secondary sources</li> <li>- Identify/cite appropriate text support for inferences</li> <li>- Differentiate between strong and weak textual support</li> <li>- Draw conclusions about events in a text</li> <li>- Analyze primary sources for bias, credibility, point of view, perspective, and purpose</li> <li>- Analyze secondary sources for bias, credibility, point of view, perspective, and purpose</li> <li>-Cite specific textual evidence to support analysis of primary and secondary sources</li> </ul>

**Key Vocabulary:**

analysis, central idea, textual evidence, explicit, primary source, secondary source

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students need to be able to validate their assumptions based on textual evidence. For example, when making the purchase of a cell phone, a consumer would need to evaluate the choices available and make a decision based on the sales information.

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Number Sequence & Standard	Correlating ELA Standard
<p>6-8.RH.2 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>	<p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                      7. RI.2 Determine two or more central ideas in a text and analyze their development over the text and provide an objective summary.                      8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

<b>Student Friendly Language:</b>
<p>I can determine (figure out) the central idea (theme or main point of a document) and give facts and main points that helped me figure out the central idea.</p>
<p>I can use my own words to write the main points and details of a text, leaving out my opinions.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>- Informational text (historical, expository/technical texts)</li> <li>- Primary source(s)</li> <li>- Secondary source(s)</li> <li>- Central/main idea</li> <li>- Prior/background knowledge</li> <li>- Difference between central/main ideas and key details in an informational text</li> <li>Characteristics of an effective summary (e.g., objective vs. subjective) for informational text</li> </ul>	<p style="text-align: center;"><b>The students will understand that:</b></p> <ul style="list-style-type: none"> <li>- Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).</li> <li>- Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>- Identify primary sources</li> <li>- Identify secondary sources</li> <li>- Determine the central idea of an informational text</li> <li>- Describe or graphically represent the relationship between central ideas and details</li> <li>- Explain how the central ideas are supported by key details</li> <li>- Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>- 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</li> </ul>

**Key Vocabulary:**

determine, central idea, summary, analyze ,fact , opinion

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Everything read in life (text, newspapers, Internet, etc) has a central idea supported by details, and in order to understand and communicate, the reader will need to determine the message the author is sending and be able to summarize it in order to share with others.

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<p>6-8 RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)</p> <p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p>

<b>Student Friendly Language:</b>
<p>I can read text and recognize the main steps needed to reach an outcome related to history/social studies. (e.g the steps that need to be taken for a bill to become a law.)</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>- Informational text (historical, expository/technical texts</li> <li>- Historical/social studies processes (e.g., industrialization, development of civilization, how a bill becomes a law, how interest rates are raised and lowered)</li> <li>- Key ideas/concepts, events, processes, steps/procedures in informational texts</li> <li>- Patterns of organization (e.g., chronological, sequential)</li> <li>- Specific details that explain key ideas, individuals, events, steps/procedures, etc.</li> <li>- Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)</li> <li>- Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Authors make specific choices about the features and structure of informational text(s) to convey meaning.</li> <li>- Good readers/researchers use text features and organizational patterns to make meaning of informational text.</li> <li>- Good readers/researchers analyze the development of individuals, events, ideas/concepts and steps/procedures in order to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the pattern(s) of organization in informational or technical text(s)</li> <li>- Identify the specific details/information that develop events, procedures, ideas, or concepts in informational and technical texts</li> <li>- Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, and processes</li> <li>- Identify historical/social studies processes</li> <li>- Determine the relevance of key steps/details in a variety of informational/technical texts</li> <li>- Prioritize the relevance of steps/details</li> <li>- Identify key steps in a text's description of a process related to history/social studies</li> </ul>

**Key Vocabulary:**

processes/process, analyze, relevance

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

This standard will help you understand the world around you and make wise decisions or choices based on that knowledge of relationships between people, places, events, ideas, etc. An example would be...reading about a specific character or situation, understanding how it relates to you, and making an informed decision about your own life based on what you have learned from the text.

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<b>Strand:</b>	Reading for Literacy in History/Social Studies	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	6-8
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Number Sequence & Standard	Correlating ELA Standard
<p>6-8.RH.4 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>6. RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>7. RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>8. RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

Student Friendly Language:
<p>I can identify content specific words or phrases in a history/social studies text (e.g., dynasty, preamble, imperialism).</p> <p>I can determine the meaning of words and phrases using context clues.</p> <p>I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of key terms, and domain-specific words and phrases.</p> <p>I can determine the difference between connotative and technical meanings.</p> <p>I can analyze why the author chose the words he/she did.</p> <p>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<p>Vocabulary specific to content</p> <ul style="list-style-type: none"> <li>• Vocabulary specific to history (e.g., artifact, bias, credibility, point of view)</li> <li>• Vocabulary specific to geography (e.g., region, diffusion, mental maps)</li> <li>• Vocabulary specific to economics (e.g., supply, demand, interdependence)</li> <li>• Vocabulary specific to civics (e.g., federalism, political freedom, amendment)</li> </ul> <p>How to use context clues</p> <p>How to determine word meanings in context</p> <p>How to determine the difference between connotative and technical meanings</p>	<p>Author’s word choice affects meaning and tone of text.</p> <p>Authors make purposeful word choices to achieve an intended effect within informational text(s).</p> <p>Authors of informational text(s) use domain- specific vocabulary to clarify concepts.</p> <p>Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</p>	<p>Determine how an author uses words to convey meaning.</p> <p>Analyze how word choice affects tone</p> <p>Compare technical meanings to connotative meanings.</p> <p>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</p> <p>Use context clues to unlock the meaning of unknown words/phrases</p> <p>Identify, determine the meaning of, and use domain-specific terms</p> <p>Determine the appropriate definition of words that have more than one meaning</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains specific words</p>

<b>Key Vocabulary:</b>	
technical meaning (denotative/dictionary/literal) context	implied meaning analyze
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?	
<p>Critical reading is required for students to analyze the impact of word choice in text.</p> <p>Understanding the underlying meaning of words and phrases can reduce chances of miscommunication at home, on the job, or in personal/professional relationships.</p> <p>Negative consequences can result if a reader does not understand words or misinterprets tone in forms of communication including social networking, work memos and emails and public information.</p>	

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Number Sequence & Standard	Correlating ELA Standard
6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>7. RI.5 Analyze 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.</p> <p>8. RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>

Student Friendly Language:
<p>I can identify and explain different structures used in informational text (e.g., sequentially, comparatively, causally)</p> <p>I can determine the overall structure found in an informational text.</p> <p>I can describe how events, ideas, concepts, or information are structured in a text.</p> <p>I can analyze the structure of a paragraph in an informational text.</p> <p>I can analyze the role of particular sentences in developing a key concept.</p> <p>I can analyze the role of particular sentences in refining a key concept.</p> <p>I can explain how organization, structure and/or features enhance text's purpose and central idea.</p> <p>I can analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>I can design paragraphs that meet specifications for designated patterns of organization (e.g. problem/solution, compare/contrast, process, etc).</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>How to analyze paragraph structure: topic sentence, supporting evidence, details, and transitional words</li> <li>How to analyze Informational text and text structures. (e.g., sentences, paragraph, chapter, section)</li> <li>How to analyze various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution.</li> <li>How to analyze various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>How to analyze key concepts</li> </ul>	<p>Sentences play different roles in a paragraph. A topic sentence introduces the main idea of a paragraph.</p> <p>Supporting evidence explains or adds clarity to the idea expressed in the topic sentence.</p> <p>Details add interest to the paragraph.</p> <p>Transitional words connect ideas between sentences and paragraphs.</p> <p>The structure of a paragraph influences the overall meaning of a text.</p> <p>Authors select specific patterns of organization to convey information.</p> <p>Author' choices, including patterns of organization, structure, and text features, control the central idea and the readers' perceptions.</p> <p>Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning.</p>	<p>Identify paragraph structure (topic sentence, supporting evidence, details, and transitional words).</p> <p>Identify patterns of organization.</p> <p>Explain how sentences develop and refine a key concept in a paragraph.</p> <p>Make connections between author's choice of text structure and the text's purpose, key points, and central idea(s).</p> <p>Analyze the structure of a paragraph in a text.</p> <p>Explain how organization, structure and/or features enhance text's purpose and central idea.</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>Design paragraphs that meet specifications for designated patterns of organization (e.g. problem/solution, compare/contrast, process, etc).</p>

<b>Key Vocabulary:</b>		
analyze <u>refine</u> transitional words details	structure key concept topic sentence	develop paragraph supporting evidence/reasons, details, facts
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “ <b>why do I have to learn this?</b> ”		
<p>Analyzing and interpreting informational texts is important because it helps you understand things including warranties, user manuals, and contracts.</p> <p>If you misinterpret or misunderstand key details, you may miss important steps or information that can impact you in a negative way. For example, if you misread the contract on your cell phone, you may incur more charges than you anticipate.</p>		

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<p>6-8.RH.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).</p>	<p>6. RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.                      7. R.I.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                      8. RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>

<b>Student Friendly Language:</b>
<p>I can define point of view as how the author feels about the situation/topic of a text.                      I can determine an author’s purpose in a text.                      I can determine an author’s point of view in a text.                      I can analyze how an author acknowledges conflicting evidence, viewpoints, or avoidance of particular facts.                      I can analyze how an author responds to conflicting evidence, viewpoints, or avoidance of particular facts.                      I can identify the aspects of a text that reveal an author’s point of view or purpose.                      I can determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.</p>

<p style="text-align: center;"><b>Know (Factual)</b></p>	<p style="text-align: center;"><b>Understand (Conceptual)</b> The students will understand that:</p>	<p style="text-align: center;"><b>Do (Procedural, Application, Extended Thinking)</b></p>
<p>Author's purposes (to inform, to persuade, to explain how) for writing a text</p> <p>how to recognize an author's purpose</p> <p>how to recognize conflicting evidence</p> <p>Informational text (historical, expository/technical texts)</p> <p>Point of view (e.g., first person, third person)</p> <p>Author's viewpoint/focus/attitude/bias Author's perspective (background)</p> <p>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)</p> <p>Rhetorical devices (e.g., persuasive and propaganda techniques (e.g., repetition, name calling, bandwagon)</p> <p>Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron)</p>	<p>An author has a purpose for writing.</p> <p>An author's point of view may be different than a reader's point of view.</p> <p>Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</p> <p>Author's choices reveal their position, viewpoint, or attitude.</p> <p>Conflicting viewpoints invite readers to formulate their own opinions.</p> <p>Conflicting evidence invites readers to formulate their own opinions.</p> <p>Good readers/researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose.</p>	<p>Determine the author's purpose by considering evidence from the text.</p> <p>Identify the ideas and information learned from the author</p> <p>Analyze how the author acknowledges and responds to different viewpoints.</p> <p>Determine the point of view of the author of an informational text</p> <p>Identify the strategies the author uses to develop his/her viewpoint and purpose.</p> <p><u>Identify rhetorical devices (persuade towards a particular course of action)</u></p> <p>Describe the author's overall purpose for writing a text</p> <p>Identify the intended audience</p> <p>Describe how the author addresses the needs of the audience</p> <p>Identify the author's viewpoint in a text Describe how the author's choices reflect his/her attitude, viewpoint, focus, or bias</p> <p>Describe how the author's choices shape the content</p> <p>Explain how the purpose or viewpoint is conveyed in a text</p> <p>Identify aspects and cite evidence of a text that reveal an author's point of view or purpose</p> <p>Express and support your insights based on the viewpoints and evidence in the text.</p>

**Key Vocabulary:**

point of view	analyze	viewpoint	loaded language
author's purpose	evidence	determine	inclusion
conflicting	acknowledges	respond	avoidance

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

When you can analyze an author's point of view or purpose, you can make informed decisions, form your own opinions, and avoid being misled by advertising, faulty propaganda, and peers. Consumers must be able to weigh the claims of advertisers as they make choices about they spend their money. Voters must be able to evaluate candidates' statements and how they relate to their own personal views.

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<b>Strand:</b>	Reading for Literacy in History/Social Studies	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	6-8
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Number Sequence & Standard	Correlating ELA Standard
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>6. RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>7. RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>

Student Friendly Language:
<p>I can recognize that authors use various formats when presenting information in print or digital text and identify advantages and disadvantages of different mediums.</p> <p>I can determine how different mediums can be used to present a topic or idea.</p> <p>I can choose the most effective medium for a given topic.</p> <p>I can use all informational formats available to develop a deeper understanding of the content or concepts presented.</p> <p>I can distinguish between relevant vs. interesting or irrelevant information.</p> <p>I can distinguish between reliable vs. unreliable resources.</p> <p>I can integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>I can integrate visual information with other information in print and digital texts.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<p>Audience and occasion</p> <p>Mediums that are available to you</p> <p>How to integrate information</p> <p>How to use information to demonstrate understanding</p> <p>Media formats (e.g., visual, oral, quantitative)</p> <p>Reliable vs. unreliable resources</p>	<p>Different mediums have advantages and disadvantages.</p> <p>Authors make decisions about their presentation of information/medium in order to convey a specific message and meet the needs of their audience.</p> <p>Good readers’ and viewers’ develop a coherent understanding of topics or issues by integrating information from a variety of formats</p> <p>Good consumers of information know that authors intentionally use media to sway our perceptions and strive to objective regardless.</p>	<p>Interact with various text forms (print, digital text, video, multimedia, etc).</p> <p>Select the medium/s that best presents the topic or idea.</p> <p>Critique the use of various media.</p> <p>Distinguish between relevant vs. interesting or irrelevant information</p> <p>Distinguish between reliable vs. unreliable resources</p> <p>Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue</p> <p>Integrate visual information with other information in print and digital texts</p>

**Key Vocabulary:**

Evaluate  
Mediums (e.g., print or digital text, video, multimedia)

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

As adults we spend a great amount of time convincing people about issues we care about and disseminating information, so it is vital to know how to apply various mediums to target/convince the audience we are addressing.

What if you wanted to convince the school to serve different food in the lunch room? What kind of medium(s) would you use to convince your principal or school board?

What if you were really passionate about a bill or presidential candidate? How would you convince people to agree with you? How would you be sure that your opinion was not changed based on how a message was delivered?

Job Applications  
Marketing  
Want ads  
Proper use of technology

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Number Sequence & Standard	Correlating ELA Standard
6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	6. RI.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. 7. R.8 Trace & evaluate argument & claims in text, assessing whether reasoning is sound & evidence relevant & sufficient. 8. RI.8 -- 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.

Student Friendly Language:
I can describe (delineate) and find value (evaluate) in the argument of the text. I can determine (assess) whether the reasoning is logical and true (sound). I can determine (assess) if the evidence is important (relevant) and adequate (sufficient). I can recognize when unrelated (irrelevant) evidence is presented. I can identify reasoned judgments. I can differentiate between claims which are supported by evidence or sound reasoning and those which are not. I can differentiate between valid and invalid claims.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
Main idea  Supporting details  Author's point of view  Reader's point of view  Fact vs. opinion  Sound/unsound judgment	Sound reasoning is important to make a logical, focused argument.  Relevant evidence supports the main idea.  Sufficient evidence is necessary to explain a main idea.  Irrelevant evidence is a distraction from the main idea. Authors sometimes use unsound reasoning, irrelevant, and/or insufficient evidence to support their arguments and claims in order to promote their ideas or agenda.	Analyze the argument of the text.  Evaluate relevant and irrelevant supporting details in text.  Assess if the reasoning of the text is sound.  Identify fact/opinion  Identify reasoned judgments  Differentiate between claims which are supported by evidence or sound reasoning and those which are not  Differentiate between valid and invalid claims

**Key Vocabulary:**

sound reasoning  
assess

evidence  
relevant

delineate  
irrelevant

claim

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students need to be able to look at what is stated in a piece of writing, whether it is a business letter, a website, a textbook, or any other source of information, to determine the quality and value of what they are reading. Critically reading a text is necessary to determine if the information is true, valuable, and essential.

- How to decide which cell phone or computer to buy
- How to choose who you want on your fantasy football team
- Deciding if sports drinks or energy drinks are healthy or will enhance your performance in sports or hurt you
- Discerning what information on the Internet is valid, review several articles, websites, etc. from the Internet and facilitate students through a process of deciding whether or not the info is relevant and/or valid
- Help students determine the purpose of the text (paper or Internet) and the author's purpose-- is it a sales pitch or purely information from a neutral viewpoint

## Literacy in History/Social Studies Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	<b>Reading for Literacy in History/Social Studies</b>	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	6-8
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Number Sequence & Standard	Correlating ELA Standard
6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	<p>6. RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>7. RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>8. RI.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation.</p>

Student Friendly Language:
<p>I can describe how a primary source presents information differently than secondary source.</p> <p>I can identify primary and secondary source documents.</p> <p>I can compare (analyze the similarities) primary and secondary sources on the same topic.</p> <p>I can contrast (analyze the differences) primary and secondary sources on the same topic.</p> <p>I can analyze (study closely) multiple texts on the same topic.</p> <p>I can identify where sources may agree or disagree on facts or interpretations.</p> <p>I can find and cite evidence supporting different interpretations of texts.</p> <p>I can identify the author’s positions (verbally and written) in the text.</p> <p>I can cite evidence in the text that helps me describe how the authors’ choices reflect their viewpoints, foci, attitudes, positions or biases.</p> <p>I can analyze how authors interpret and emphasize different evidence when writing primary and secondary sources on the same topic.</p>

<p style="text-align: center;"><b>Know (Factual)</b></p>	<p style="text-align: center;"><b>Understand (Conceptual)</b> The students will understand that...</p>	<p style="text-align: center;"><b>Do (Procedural, Application, Extended Thinking)</b></p>
<p>Difference between fact and inference</p> <p>Point of view</p> <p>How to analyze</p> <p>Differences between primary/secondary sources</p> <p>Author's viewpoint/ focus/ attitude/bias</p>	<p>Texts can describe information in more than one way.</p> <p>Texts can have differing points of view on the same information.</p> <p>External/ internal factors can shape authors' points of view; therefore, texts may be biased.</p> <p>Reading a variety of texts leads to a more informed understanding of information.</p> <p>Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.</p> <p>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.</p> <p>Good readers consult a variety of sources when investigating a topic or an event.</p>	<p>Identify differences within two or more texts.</p> <p>Find evidence supporting different interpretations of texts.</p> <p>Analyze probable reasons why authors' points of view differ.</p> <p>Analyze how the author distinguishes his or her position from that of others.</p> <p>Develop research studies including primary and secondary sources</p> <p>Identify the relationship between a primary and secondary source on the same topic</p> <p>Identify the corroborating or</p>

		<p>conflicting information, facts, interpretations</p> <p>Identify the authors' positions in the text</p> <p>Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</p>
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<b>Key Vocabulary:</b>			
analyze interpret bias opinion	fact infer compare compare	identify point of view contrast conflict (external and internal)	primary source secondary source evidence
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?			
Literate individuals need to make informed decisions by reading purposefully. Literate individuals need to take into consideration that an author’s point of view may bias a text. As a result, multiple texts may need to be viewed before making informed decisions. After reading articles from several different sources and identifying differences, readers may develop a more complete understanding of the information.			