

# SOCIAL STUDIES GRADE SIX: 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>
<b>KEY IDEAS AND DETAILS</b>	<b>RI.1.</b> Grade 6-8: Cite specific textual evidence to support analysis of primary and secondary sources.	<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>Audience</li> <li>Purpose</li> <li>How to draw conclusions</li> <li>Background knowledge</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 audience and the text</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>
	<b>RI.2.</b> 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.	<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>Patterns of organization (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)</li> <li>Different purposes for graphic organizers, based on structure of text</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 texts</li> </ul>	<ul style="list-style-type: none"> <li>Authors select organizational patterns and support to convey their central idea(s).</li> <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>Recognize how ideas are organized in an informational text</li> <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>
	<b>RI.4.</b> 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.	<ul style="list-style-type: none"> <li>Informational text (historical, expository/technical texts)</li> <li>Word choice</li> <li>Context clues</li> <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>	<ul style="list-style-type: none"> <li>Authors of informational text(s) use domain- specific vocabulary to clarify concepts.</li> <li>Authors make purposeful word choices to achieve an intended effect within informational text(s).</li> <li>Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use context clues to unlock the meaning of unknown words/phrases</li> <li>Identify, determine the meaning of, and use domain-specific terms</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</li> </ul>

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READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
<b>CRAFT &amp; STRUCTURE</b>	<p><b>RI.5.</b> Grade 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> <li>Informational text (historical, expository/technical texts)</li> <li>How to describe</li> <li>Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>Various patterns of organization</li> <li>( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</li> <li>Various text features ( e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>Difference between patterns of organization and text features</li> <li>Relationships between parts of text and whole text (as indicated by text features and structures)</li> </ul>	<ul style="list-style-type: none"> <li>Authors select specific patterns of organization to convey information.</li> <li>Authors' choices, including patterns of organization, structure, and text features control the central idea and the readers' perception.</li> <li>Good readers/researchers use their knowledge of organizational patterns, structures, and features to make meaning of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features</li> <li>Identify patterns of organization</li> <li>Make connections between author's choice of the organizational pattern of an informational text and the text's purpose and central idea</li> <li>Explain how organization, structure and/or features enhance text's purpose and central idea</li> <li>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</li> <li>Describe how a text presents information</li> </ul>
	<p><b>RI.6.</b> 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"> <li>Informational text (historical, expository/technical texts)</li> <li>Author's purposes (to inform, to persuade, to explain how) for writing a text</li> <li>Point of view (e.g., first person, third person)</li> <li>Author's viewpoint/focus/attitude/bias</li> <li>Author's perspective (background)</li> <li>Audience</li> <li>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)</li> <li>Rhetorical devices (e.g., persuasive and propaganda techniques (e.g., repetition, name calling, bandwagon)</li> <li>Figurative language (e.g., personification, metaphor, irony, alliteration, oxymoron)</li> </ul>	<ul style="list-style-type: none"> <li>Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</li> <li>Author's choices reveal their position, viewpoint, or attitude.</li> <li>Good readers/researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ideas and information learned from the author</li> <li>Identify the author's purpose for writing an informational text</li> <li>Identify the point of view of the author of an informational text</li> <li>Identify the strategies the author uses to develop his/her viewpoint and purpose.</li> <li>Identify rhetorical devices</li> <li>Describe the author's overall purpose for writing a text</li> <li>Identify the intended audience</li> <li>Describe how the author addresses the needs of the audience</li> <li>Identify the author's viewpoint in a text</li> <li>Describe how the author's choices reflect his/her attitude, viewpoint, focus, or bias</li> <li>Describe how the author's choices shape the content</li> <li>Explain how the purpose or viewpoint is conveyed in a text</li> <li>Identify aspects of a text that reveal an author's point of view or purpose</li> </ul>
	<p><b>RI.7.</b> 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"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze</li> <li>Difference between relevant and irrelevant information</li> <li>Quantitative and/or technical analysis (e.g., numbers, data, statistics)</li> <li>Qualitative analysis (e.g., human behavior, reasons, non-numerical)</li> <li>Text and topic/message</li> <li>Author's purpose /intention</li> <li>Audiences' needs</li> </ul>	<ul style="list-style-type: none"> <li>Authors make decisions about their presentation of information in order to convey a specific message.</li> <li>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.</li> <li>Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and use research strategies</li> <li>Distinguish between relevant and irrelevant information</li> <li>Compare how different text/media present information about the same subject</li> <li>Identify aspects of text/media that reveal an author's purpose/intention</li> <li>Analyze the way quantitative and technical analysis support the qualitative analysis</li> <li>Analyze the details included (and excluded) in different versions of an account</li> <li>Integrate quantitative or technical analysis with qualitative analysis in print or digital text</li> </ul>

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INTEGRATION OF KNOWLEDGE AND IDEAS	<b>RI.8. Grade 6-8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to trace/delineate an author's argument and specific claims</li> <li>• How to evaluate/assess an author's argument and specific claims</li> <li>• Relevant vs. irrelevant details</li> <li>• Relevant, sufficient reasons/ evidence</li> <li>• Sound/logical/justified reasoning</li> <li>• Rhetorical strategies for persuasion (e.g., logos, ethos, pathos)</li> <li>• Relevant, sufficient evidence</li> <li>• Arguments</li> <li>• Valid vs. invalid claims</li> <li>• False statements</li> <li>• Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's argument and specific claims</li> <li>• Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims</li> <li>• Differentiate between claims which are supported by reasons/evidence and those which are not</li> <li>• Differentiate between valid and invalid claims</li> <li>• Identify sound reasoning</li> <li>• Identify false statements and fallacious reasoning in an argument</li> <li>• Recognize when irrelevant evidence is introduced</li> <li>• 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)</li> <li>• Assess the extent to which the reasoning and evidence in a text support the author's claims</li> </ul>
	<b>RI.9. Grade 6-8:</b> Analyze the relationship between a primary and secondary source on the same topic.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Strengths and limitations of primary and secondary sources</li> <li>• Compare/contrast</li> <li>• Author's viewpoint/ focus/ attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.</li> <li>• 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.</li> <li>• Good readers consult a variety of sources when investigating a topic or an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop research studies</li> <li>• Identify the relationship between a primary and secondary source on the same topic</li> <li>• Identify the corroborating or conflicting information, facts, interpretations</li> <li>• Identify the authors' positions in the text</li> <li>• Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</li> <li>• Analyze the strengths and limitations of primary and secondary sources</li> <li>• Analyze the relationship between a primary and secondary source on the same topic</li> </ul>