## Common Core Reading Standards for Literacy in History/Social Studies

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.
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.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

**Craft and Structure**

1. Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
2. Describe how a text presents information (e.g., sequentially, comparatively, causally).
3. 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).

**Integration of Knowledge and Ideas**

1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
2. Distinguish between fact, opinion, and reasoned judgment in a text.
3. Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity**

1. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

## Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content.
	1. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
	2. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	3. Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
	4. Establish and maintain a formal style.
	5. Provide a concluding statement or section that follows and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	1. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	3. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
	4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	5. Establish and maintain a formal style and objective tone.
	6. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note: not applicable as a separate requirement)

**Production and Distribution of Writing**

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
3. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge**

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

## Common Core Standards for Speaking and Listening

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*Note on range and content of student speaking and listening:*

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

From NYS Common Core Learning Standards: http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf