

Literacy Skills in Social Studies

Reading

Writing

Listening

Speaking

Reading and Writing Standards

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures for a text.

Craft and Structure

- Determine the meaning of words and phrases in a text relevant to a grade level topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Reading Skills

- Integration of Knowledge and Ideas
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Range of Reading and Level of Text Complexity
- By the end of year, read and comprehend informational texts including history/social studies in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text Types and Purposes

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Writing Standards

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Writing Standards

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report)
- Recall information from experiences or gather information from provided sources to answer a question.
- Speaking and Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - Seek to understand and communicate with individuals from different cultural backgrounds.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Social studies practices

Chronological Reasoning and Causation

- Explain how three or more events are related to one another. Identify causes and effects using examples from his/her life or from a current event or history. Identify the relationship between causes and effects. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history. Recognize continuity and change over periods of time. Recognize periods of time such as decades and centuries. Recognize and identify patterns of continuity and change in world communities.

Comparison and Contextualization

- Identify a world region by describing a characteristic that places within it have in common. Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities. Describe an historical event in a world community. Recognize the relationship among geography, economics, and history in world communities. Describe an historical development in a world community with specific details including time and place.

Gathering, Using and Interpreting Evidence

- Develop questions about a world community. Recognize and use different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). Identify and explain creation and/or authorship, purpose and format for evidence; where appropriate, identify point of view. Identify arguments of others. Identify inferences. Recognize

arguments and identify evidence. Create an understanding of the past by using primary and secondary sources.

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places. Distinguish human activities and human-made features from “environments” (natural events or physical features--land, air, and water -- that are not directly made by humans). Describe how human activities affect environment of a world community; describe how environment of a specific world community affects the human activities in that community. Recognize a process that applies to population and a resulting pattern. Describe how human activities alter places and regions.

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint. Participate in activities that focus on a classroom, school or world community issue or problem. Identify different types of political systems found in world communities. Identify opportunities for and the role of the individual in social and political participation in the school, community or world community.

The Role of the Individual in Social and Political Participation

- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict. Identify situations in which social actions are required and suggest solutions. Identify leaders of world communities and the President of the United States; identify similarities and differences in their roles. Identify rights and responsibilities within the community and compare these to those in world communities.