Common Core
Georgia Performance Standards

Literacy in History/Social Studies
Grades 6-8

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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
Skilled teachers in a specific discipline are best positioned to teach students how to read, understand, listen, speak and write about their fields: for instance, history teachers are best suited to teach students how to read and write about history (Achieve.org)
CCGPS for Literacy…

• Explicit literacy expectations may be new to some instructors.
• What are the current expectations?
• How do these formal and informal expectations align with the corresponding literacy standards in the CCGPS?
Three Sets of Standards

- College and Career Readiness Standards
- Common Core Georgia Performance Standards (CCGPS)
- Literacy Standards for History/Social Studies, Science, and Technical Subjects
**How the Standards Compare**

**CCRR2**: Determine **central ideas** or themes of a text and analyze their development; summarize the key supporting details and ideas.

**ELACC7RL2**: Determine a theme or **central idea** of a text and analyze its development over the course of the text; provide an objective summary of the text.

**L6-8RH2**: 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.
How the Standards Compare

**CCW2:** Write informative/explanatory texts to examine and **convey complex ideas and information** clearly and accurately through the effective **selection, organization, and analysis** of content.

**ELACC7W2:** Write informative/explanatory texts to examine a topic and **convey ideas, concepts, and information** through the **selection, organization, and analysis** of relevant content.

**L6-8WHST2:** Write informative/explanatory texts, **including the narration of historical events, scientific procedures/ experiments, or technical processes.**
Problems with Content Area Reading

- Literacy is not as generalizable as once thought
- Some practices make no sense in content disciplines
- Generic strategies are less helpful to struggling readers
- Pre-service teachers may resist non-disciplinary courses
Why Disciplinary Literacy?

• College and career ready students to be proficient in reading complex informational text independently in a variety of content areas

• Required reading in college and workforce training programs is informational in structure and challenging in content

• Postsecondary education programs provide students with both a higher volume of such reading and comparatively little scaffolding

The addition of specific Literacy Standards for content areas beyond the language arts classroom is designed to address and ensure this critical interdisciplinary approach
The Standards

http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/CCGPS.aspx
## History Reading

<table>
<thead>
<tr>
<th>ELA Reading</th>
<th>History Reading</th>
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<tbody>
<tr>
<td>Context sometimes important</td>
<td>Context imperative</td>
</tr>
<tr>
<td>Focus on plot structure leads students to expect sequence</td>
<td>Multiple events and perspectives converging, often non-linear</td>
</tr>
<tr>
<td>Single text studies not problematic</td>
<td>Singular sources problematic</td>
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*Dr. John D. Barge, State School Superintendent*

“Making Education Work for All Georgians”
<table>
<thead>
<tr>
<th>Information Processing Skills</th>
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<tbody>
<tr>
<td>1. Compare similarities and differences</td>
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<tr>
<td>2. Organize items chronologically</td>
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<td>3. Identify <strong>issues and/or problems and alternative solutions</strong></td>
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<td>4. Distinguish between <strong>fact and opinion</strong></td>
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<tr>
<td>5. Identify <strong>main idea, detail, sequence of events, and cause and effect</strong></td>
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<tr>
<td>6. Identify and <strong>use primary and secondary sources</strong></td>
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<tr>
<td>7. Interpret timelines</td>
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<tr>
<td>8. Identify <strong>social studies reference resources to use for a specific purpose</strong></td>
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<td>17</td>
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# Reading Across the Curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Read both informational and fictional texts in a variety of genres and modes of discourse.</td>
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<tr>
<td>Discuss messages and themes from books in all subject areas.</td>
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<tr>
<td>Respond to a variety of texts in multiple modes of discourse.</td>
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<tr>
<td>Evaluate the merit of texts in every subject discipline.</td>
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<tr>
<td>Examine the author’s purpose in writing.</td>
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<tr>
<td>Recognize the features of disciplinary texts.</td>
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<tr>
<td>Demonstrate an understanding of contextual vocabulary in various subjects.</td>
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<tr>
<td>Use content vocabulary in writing and speaking.</td>
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<tr>
<td>Explore understanding of new words found in subject area texts.</td>
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<tr>
<td>Discuss in both writing and speaking how certain words are subject area related.</td>
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<tr>
<td>Determine strategies for finding content and contextual meaning for unknown words.</td>
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</table>
# New Lexile Expectations

<table>
<thead>
<tr>
<th>Text Complexity Grade Band in the Standards</th>
<th>Old Lexile Ranges</th>
<th>Lexile Ranges Aligned to CCR expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2–3</td>
<td>450–725</td>
<td>450–790</td>
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<tr>
<td>4–5</td>
<td>645–845</td>
<td>770–980</td>
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<td>6–8</td>
<td>860–1010</td>
<td>955–1155</td>
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<tr>
<td>9–10</td>
<td>960–1115</td>
<td>1080–1305</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1070–1220</td>
<td>1215–1355</td>
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What the Research Says…

• In 2006, ACT, Inc. report: *Reading Between the Lines*
  
  ◦ showed which skills differentiated those students who equaled or exceeded the benchmark score (21 out of 36) in the reading section of the ACT college admissions test from those who did not.
• Literacy demands college/career lexiles steadily increasing
  ◦ (Stenner, Koons, & Swartz, in press; Milewski, Johnson, Glazer, & Kubota, 2005)

• College professors hold students accountable for independent reading not discussed in class; high schools usually do not
  ◦ (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007)

• K–12 textbook lexiles steadily decreasing over last century
  ◦ (Chall, Conard, & Harris, 1977)
Task
Students will research events that led to the Civil War. Select an event such as slavery, states' rights, or the Dred Scott Case and determine opposing viewpoints. Students will closely examine the viewpoints, select a viewpoint, and write an argument from that perspective. The argument should include statements that support a position and include relevant evidence. The students will craft an argument that will:
1. Introduce the selected position as well as a description of the opposing viewpoint(s). The argument should be supported with relevant evidence from credible sources and reflect an understanding of the topic or text. Also, the argument should include words, phrases, or clauses that may help to explain the reasons behind the selected viewpoint.
Content Standard
SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.
a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
How the literacy standards can add rigor

Students will research events that led to the Civil War. Select an event such as slavery, states' rights, or the Dred Scott Case and determine opposing viewpoints. **L6-8RH2:** 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. Students will closely examine the viewpoints, **L6-8RH6:** 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). **L6-8RH8:** Distinguish among fact, opinion, and reasoned judgment in a text. select a viewpoint, and write an argument from that perspective.
How the literacy standards can add rigor

Introduce the selected position as well as a description of the opposing viewpoint(s).

L6-8WHST1: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

The argument should be supported with relevant evidence from credible sources and reflect an understanding of the topic or text. Also, the argument should include words, phrases, or clauses that may help to explain the reasons behind the selected viewpoint. clarify the relationships among claim(s), counterclaims, reasons, and evidence.

a. Establish and maintain a formal style.

b. Provide a concluding statement or section that follows from and supports the argument presented.
IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

MATCHING LITERACY STANDARDS TO FRAMEWORK BALANCED ASSESSMENT TASKS

Below are two sample tasks from the GPS Frameworks for each grade level. For purposes of this exercise the Grade 9 lessons are from American Government/ Civics. Grade 10 from World History, Grade 11 from U.S. History, and Grade 12 from Psychology and Sociology. Read the task and task statements to consider the activities and skills necessary for students to produce the desired result. The relevant Social Studies standard defined for the task assessment is listed in the box below. Refer to the attached CCGPS Literacy Standards for Reading, identify the standard covered by the task. This exercise uses the literary and informational text that students will be asked to read. The literary text will be matched and integrated.

GRADE NINE BALANCED ASSESSMENT TASK ONE: E.g. in paragraph one of the criminal justice system. Students read the 4th, 6th, 8th, 9th, 10th, 11th, and 14th Amendments. Discuss with the class the protections found in each amendment and analyze why those amendments are in existence (direct tie-in to beliefs and ideas). Create matching/multiple choice quizzes matching rights to their correct amendment. Court cases may also be introduced here as a differentiation tactic.

GRADE NINE OPERATE SOCIAL STUDIES STANDARDS

60
270

GRADE NINE BALANCED ASSESSMENT TASK TWO: After reading excerpts from the Declaration of Independence and after some class discussion on social contract theory, here students complete a graphic organizer comparing the two. Once complete, have students assume the role of someone living in the colonies in 1776 who has read the Declaration. They will evaluate in their journal how well the document persuaded them to support the cause for independence.

GRADE NINE OPERATE SOCIAL STUDIES STANDARDS

2

GRADE NINE BALANCED ASSESSMENT TASK THREE: Students will examine primary sources including pictures of mosaics, illustrations of icons, 16th Use 16th examples of Byzantine art. They will then compare with previous learning of Roman cultural texts.

GRADE NINE OPERATE SOCIAL STUDIES STANDARDS

40
40

GRADE NINE BALANCED ASSESSMENT TASK THREE: Students will research information on China and Japan focusing on the following questions: Why did westerners travel to China and Japan? Did those travelers settle in these countries? Why? Or Why not? How did the Opium War, the Taiping Rebellion and Commodore Perry affect how the Chinese and Japanese governments interacted with westerners?

GRADE NINE OPERATE SOCIAL STUDIES STANDARDS

140

GRADE ELEVEN BALANCED ASSESSMENT TASK ONE: Students will examine primary source documents from the Reconstruction era. • www.battlelines.com/construction-era-primary-sources/Reconstruction/Reconstruction.html. These may include photographs, letters, and other visuals. Students in small groups will break down the historical background and events addressed in the document.

GRADE ELEVEN OPERATE SOCIAL STUDIES STANDARDS

10a, b, e, c, d, e

GRADE ELEVEN BALANCED ASSESSMENT TASK TWO: Using the free lesson plan and historical political cartoons available at http://https://www.cps.dps224.org/Art/History/grade11 (the Oppe Project), have students evaluate the Progressive Movement through the images and commentary from the period. They will complete the Political Analysis Worksheet for the cartoons and research a Progressive policy. The students can complete the activity by writing a description of how they believe the Progressive Movement changed the beliefs and ideas of the United States and evaluate whether this movement has led a lasting impact on American Society.

GRADE ELEVEN OPERATE SOCIAL STUDIES STANDARDS

13a

GRADE TWELVE BALANCED ASSESSMENT TASK ONE: “Bull My Brain.” This activity encourages students to review the form and function of neurons along with different anatomical areas of the brain by studying the fictional case study of a young epileptic child. The case study also addresses the topic of the split brain procedure and the diagnostic tools, EEGs and MRIs. Students can either complete this five-step-activity online at http://www.keywebcases.com/phil/bull_ebrain.asp or coaches can access the PDF version instead.

GRADE TWELVE OPERATE SOCIAL STUDIES STANDARDS

1P, b, c, d, e

GRADE TWELVE BALANCED ASSESSMENT TASK TWO: The link below provides an exciting introduction to theories of social behavior. The virtual exploration includes Harlow’s study of social isolation and the caretakers’ work with cognitive development, and Ruth Benedict’s study on social development. The virtual exploration is a link to an activity so accessible to the school media center or computer lab will be needed. It can be given as a project outside of class if desired, as there is link at the end that allows the student to email results to his/her teacher.

http://www.webpsychology.com/socialpov/brief/ explanations/C.html
Introduce the reading:

• Compare background knowledge of Dr. King’s non-violent philosophy to the introduction of Ghandi’s non-violent social change in India

• **L6-8RH2**: 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.

• **L6-8RH9**: Analyze the relationship between a primary and secondary source on the same topic.

• (after 2 quotes)
Reading of Primary Source Documents:

• Read “The World Will Hear More of Gandhi”
• Read “I Still Believe in Non-Violence”
• Complete Reading Guide

• L6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.
• L6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.
• L6-8RH2: 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.
  
  (after excerpt)
RAFT Activity

Students use primary source documents to gather information from which to present the viewpoint of an individual living in Gandhi’s time (a farmer, a British soldier, etc.)

- **L11-12RH1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **L6-8RH2:** 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.
- **L6-8RH8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **L6-8RH9:** Analyze the relationship between a primary and secondary source on the same topic.
RAFT...continued

- **L6-8WHST1**: Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
Literacy Activities

• Discussion with panel
Literacy Activities

• Discussion with panel
Resources and Closing

- Mary Lynn Huie, Shaun Owen, Susan Jacobs
Before the arrival of Europeans during the 16th century in the region today called Latin America, two of the major native groups were the Maya of Mexico and Central America and the Incas of South America. The Incas of South America had a hierarchical, patriarchal class structure. In the heads of their families and of the Inca society, families were divided into classes. The ruling class was composed of the ruler and his family members. Temple priests, archers, and regional army commanders were lower in class only to the elite members of the ruling class. The two lowest classes were made of artisans, soldiers, and peasant farmers. These farmers grew all of the crops necessary to feed their own families, as well as the families of the upper classes.

Ruling-class women sometimes had power, but it was more usual for lords to be married. The captains (high priest or ruler) and the army commander were the most important any Inca village.

Inca women wove llama wool and cotton to weave cloth. Dyed were made from indigo and other plants. The finest dyed and woven cloths were given to the ruling class. A particularly fine weaving might be given to the gods during an important religious ceremony. Cloth was also used as a material for bartering. Fine cloth might be traded for cocoa, turkey, or even gold.

Inca children did not always live long lives. Sometimes, they were chosen to serve as sacrifices to the Sun God. These children were taken high into the mountains and buried alive with food, corn beer, and coca leaves during annual ceremonies that were held to ensure a good harvest and a happy Sun God. To be chosen to serve as a sacrifice was considered to be a great honor.

Inca men were expected to marry by the age of 20. Brides and grooms would exchange sandals at their wedding ceremonies. Inca leaders married their sisters to keep the blood of their families pure. Their sisters became their first, or principal, wives. The Inca tradition was for the son of the ruler and his principal wife, or sister, to be the heir to the throne.

Like the Inca, the Maya of Central America also had a family-based caste system. Castes were based on membership in the elite noble class was made up of the ruler, his family, nobles, and priests. Upon the death of a ruler, his son or brother took his place. Many who were not born into the noble caste were divided into classes of warriors, merchants, and craftsmen, or lower-class peasants.

Mayan working-class men were skilled traders. The peasant men were farmers. They spent most of their days in the fields. They grew maize (corn), cotton, beans, squash, and cacao. Mayan peasant women were often skilled weavers as well. They used cotton to weave cloth. The dyes used by Mayan women included indigo, brazil wood, logwood, annatto, and iron oxide. They also made baskets.

Soon after birth, a Mayan infant's head was pressed between two boards. It was secured and left this way for several days. The pressure reshaped the child's skull. It is believed that this was done to make the shape of the reed resemble that of an ear of corn.

Upper-class Mayan children were taught to read and write using pictograms and glyphs. They studied religion, astronomy, and mathematics. They also studied the Mayan calendar and learned to count and understand the calendar system.

When Mayan boys and girls reached the age of 15, they were married in a ceremony called the "Descent of the God" and "Descent of the Goddess." The bride and groom were married. The bride's father expected a good dowry when his daughter married. His son to work for his father-in-law. The bride's father expected a good dowry when his daughter married. His son to work for his wife's parents for five to six years.

"Photo: (Color)." The members of this community are Indians of Central America. Around 1,600 years ago, their ancestors established a highly evolved society in Mexico and Central America. Today Mayan families still follow some of the same practices of the ancient Maya. ©2003 by Mason Crest Publishers.
Task Suggestion: For Georgia Performance Standard SSS-H1, utilize the resource titled, "When the horse came" (1070L) and ask students to complete a Sociogram activity.

Description: Sociograms are graphic representations of structures or relationships. Students can describe interpersonal relationships of characters in works of fiction, relationships among historical figures, or even relationships among scientific concepts or processes.

How It Works: Sociograms allow students to think creatively and express their understanding of the reading material in novel ways. While students can ultimately determine the look and structure of their own sociograms, some general conventions will help students get started. Students can place the primary character(s) or theme(s) at the center of the diagram and let the physical distance between people and/or facts reflect the historical or actual distance between the people, places, or facts. The size/shape/symbol of a character or concept can be a symbolic representation of each personality or concept. Students can show the direction of a relationship by an arrow or line, which can be creatively applied to represent different conditions by being a jagged line, a wavy line, or a thick line. Substantiated relationships can be portrayed with a solid line and inferred relationships with a broken line. Living people can be circled with a solid line, historical people can be circled with a broken line. Students can illustrate the tone and/or theme of a place by using colors or visual symbols.

How It Can Be Used: Sociograms can be useful in all content areas, but are best when applied to concepts, processes, or interpersonal relationships that have various connections.

- Explore creative ways to explain historical events or scientific processes with shapes, arrows, lines, and other meaningful symbols.
The Lexile Framework for Reading in Action

Cornell Notes

☐ Pre-Reading
☐ During Reading
☐ Post-Reading

Task Suggestion: For Georgia Performance Standard SS7G2, utilize the resource titled, ‘When water is life’ (1050L) and ask students to complete a Cornell Notes activity.

Description: Cornell Notes, sometimes referred to as ‘two-column notes,” is a method of note taking that encourages the reader to read for specific, essential information.

How It Works: Cornell Notes offer students a page divided into two columns. In the left column, students are encouraged to record specific information as they read. The types of specific information include: categories, questions, vocabulary words, connections, reminders, and review/test alerts. In the right column of the page, students record the information prompted by the headings in the left hand column. The included template of Cornell Notes contains reminders to students on how to locate important information in a text.

How to Differentiate: Cornell Notes can be useful across the content areas, and with some modification, may also be appropriate in mathematics instruction:
- Cornell Notes are particularly useful when facing conceptually dense text or text that is written at or slightly above a student’s Lexile measure.
- Students may work in groups or individually to answer questions.
- Students may use Cornell Notes as a graphic organizer for notes as they progress through long text or a series of related texts.
Lexile Activities

- KWLC
- Key Concept Synthesis
- Sociograms
- Cornell Notes
- Timeline
- Biography Synthesis
- Evaluating the Framework
- Extended Response
- Academic Notes
- Frame of Reference
- Fact or Opinion
- Collaborative Annotation
What is LDC?

LDC tools embed Common Core Literacy Standards into content-area lessons so that students meet the Literacy Standards while also meeting content demands at high levels of performance.
How does LDC work?

• LDC templates help teachers write content-specific Teaching Tasks that require reading and writing to complete.

• LDC tools then help teachers identify the literacy skills students will need to complete the assigned Teaching Tasks.

• The templates then suggest instruction to help students acquire those skills.
A Good Teaching Task Should---

- Challenge students to engage in a substantial issue within the academic discipline,
- Model high levels of thinking, reading, and writing,
- Require work that will challenge students’ thinking and literacy practices beyond what they can already do without teaching support.
Templates for the Teaching Tasks

Teachers fill in the template to create a teaching task—a major student assignment to be completed over two to four weeks.

The content can be science, history, language arts, or another subject.
We look forward to hearing from you!

Shaun Owen, sowen@doe.k12.ga.us
Survey

Thank you for participating in this CCGPS Professional Learning Session. We value your feedback! Please go to the following website, take the anonymous feedback survey, and complete the participation log to receive a certificate of participation:

http://survey.sedl.org/efm/wsb.dll/s/1g10a