

Fourth- and Fifth-Grade Standards	Seventh-Grade Standards
Common Core Learning Standards for Literacy in Social Studies	Common Core Learning Standards for Literacy in Social Studies
Reading Informational Text	
<p>Key Ideas and Details</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2: Determine the main idea of a text and explain how it is supported by details; summarize the text. • RI.4.3: Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on information in the text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.7.1: Cite specific textual evidence to support analysis of primary and secondary sources. • RI.7.2: 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. • RI.7.3: Identify key steps in a text’s description of a process related to history/social studies.

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<p>Craft and Structure</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of event, ideas, concepts, or information in a text or part of a text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	<p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.7.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RI.7.5: Describe how a text presents information (e.g., sequentially, comparatively, causally). • RI.7.6: 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>Integration of Knowledge and Ideas</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how information contributes to an understanding of the text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RI.7.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RI.7.8: Distinguish between fact, opinion, and reasoned judgment in a text. • RI.7.9: Analyze the relationship between a primary and secondary source on the same topic.

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Writing	
<p>Text Types and Purposes</p> <p>Grade 4</p> <ul style="list-style-type: none"> • W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <p>Grade 5</p> <ul style="list-style-type: none"> • W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.5.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> • W.7.1: Write arguments to support claims with clear reasons and relevant evidence. • W.7.1 a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • W.7.1 b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • W.7.2: Write informative/explanatory texts, including the narration of historical events. • W.7.2 b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • 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.
Writing	
NYS Relevant Social Studies Themes: grades 4 and 5	NYS Relevant Social Studies Themes: grade 7
<ul style="list-style-type: none"> • Time, Continuity, and Change • Geography, Humans, and the Environment • Development and Transformation of Social Structures • Science, Technology, and Innovation 	<ul style="list-style-type: none"> • Development, Movement, and Interaction of Cultures • Time, Continuity, and Change • Creation, Expansion, and Interaction of Economic Systems • Science, Technology, and Innovation • Geography, Humans, and the Environment • Power, Authority, and Governance

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Thinking Target – NYS SS Framework	NYS Relevant Social Studies Practices
<ul style="list-style-type: none">• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.• Recognize, use, and analyze different forms of evidence to support a claim.• Identify multiple perspectives from a historical event.• Identify chronological significance of dates presented in timelines.• Explain how economic decisions impact the well-being of individuals and society.	<ul style="list-style-type: none">• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.• Recognize, use, and analyze different forms of evidence to support a claim.• Identify multiple perspectives from a historical event.• Identify chronological significance of dates presented in timelines.• Explain how economic decisions impact the well-being of individuals and society.

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New York Social Studies Frameworks 4	New York Social Studies Frameworks 7
<p>4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.</p> <ul style="list-style-type: none"> • Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community. • Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community using directionality, and latitude and longitude coordinates. • Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State. <p>4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.</p> <ul style="list-style-type: none"> • Students will examine the basic structure of the federal government, including the president, Congress, and the courts. • Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government. <p>4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.</p> <ul style="list-style-type: none"> • Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used. • Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified. • Students will investigate the steps necessary for a bill to become a law in New York State. 	<p>7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity.</p> <p>7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges.</p> <ul style="list-style-type: none"> • Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles. • Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution. <p>7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.</p> <ul style="list-style-type: none"> • Students will examine the role of New York residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.

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4.4c Government in New York is organized into counties, cities, towns, and villages.

- Students will identify the county in which they live, noting where their city, town or village is within that county.

OR

- Students will identify the borough of New York City in which they live, and in which county the borough is located.
- (NOTE: Teachers choose the appropriate content specification based on the school location)