

Fourth and Fifth Grade Standards	Seventh Grade Standards
<p>Common Core Learning Standards for Literacy in Social Studies Grades 4 and 5</p>	<p>Common Core Learning Standards for Literacy in Social Studies Grade 7</p>
<p>Reading Informational Text</p>	
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • R.14.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • R.14.2: Determine the main idea of a text and explain how it is supported by details summarize the text. • R.14.3: 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"> • R.1.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • R.1.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • R.1.5.3 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"> • R.17.1: Cite specific textual evidence to support analysis of primary and secondary sources. • R.17.2: 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. • R.17.3: 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> <ul style="list-style-type: none"> • R.1.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • R.1.4.5: 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"> • R.1.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • R.1.5.5 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. • R.1.5.6 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"> • R.17.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • R.17.5: Describe how a text presents information (e.g., sequentially, comparatively, causally). • R.17.6: 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"> • R.1.4.7: 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"> • R.1.5.7 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. • R.1.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • R.1.5.9 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"> • R.17.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • R.17.8: Distinguish between fact, opinion, and reasoned judgment in a text. • R.17.9: Analyze the relationship between a primary and secondary source on the same topic.
<p>Writing</p>	

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<p>Text Types and Purposes</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. 	<ul style="list-style-type: none"> • W.7.1: Write arguments focused on discipline-specific content. • W7.1 a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. • W7.2: Write informative/explanatory texts, including the narration of historical events. • W7.2 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. <p>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.</p>
<p>Empire IFC Standards</p>	
<p>Reading Informational Text grades 4 and 5</p>	<p>Reading Informational Text grade 7</p>
<p>Key Ideas and Details/Craft and Structure</p>	<p>Key Ideas and Details/Craft and Structure</p>
<ul style="list-style-type: none"> • Identifies facts and details that support main ideas. • Draws and shares conclusions about the focus of a work. • Selects and uses multiple appropriate print, electronic, and human sources to answer questions. 	<ul style="list-style-type: none"> • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. • Recognizes diverse points of view that lead to different insights. • Interprets information and ideas by defining, classifying, and inferring.

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<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Draws a conclusion about the main idea. • Uses different reading strategies for understanding. • Uses pre-selected primary sources to gather information. • Evaluates print and electronic information. • Integrates information taken from maps, graphs, charts, and other visuals. 	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Uses both facts and opinions responsibly by identifying and verifying them. • Forms opinions and judgments backed up by supporting evidence. • Considers culturally divergent and opposing viewpoints on topics.
<p>Writing</p>	<p>Writing</p>
<p>Text Types and Purposes</p>	<p>Text Types and Purposes</p>
<ul style="list-style-type: none"> • Identifies facts and details that support main ideas. • Asks questions to clarify topics or details. • Uses common organizational patterns to organize information. • Distinguishes between fact and opinion. • Forms opinions and uses evidence from the text to back them up. • Uses prior knowledge to understand new ideas. 	<ul style="list-style-type: none"> • States and verifies what is known about the problem or question and makes connections to prior knowledge. • Writes questions independently based on key ideas or areas of focus. • Uses both facts and opinions responsibly by identifying and verifying them. • Interprets information and ideas by defining, classifying, and inferring. • Uses common organizational patterns to organize information in order to draw conclusions. • Forms opinions and judgments backed up by supporting evidence.
<p>NYS Relevant Social Studies Themes: grades 4 and 5</p>	<p>NYS Relevant Social Studies Themes: grade 7</p>
<ul style="list-style-type: none"> • Development, Movement, and Interaction of Cultures • Time, Continuity, and Change • Geography, Humans, and the Environment • Development and Transformation of Social Structures • Power, Authority, and Governance • Global Connections and Exchange 	<ul style="list-style-type: none"> • Development and Transformation of Social Structures • Power, Authority, and Governance • Civic Ideals and Practices

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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. • Students will explore democratic principles such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.
New York Social Studies Frameworks Grade 5	New York Social Studies Frameworks Grade 7
<p>5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p> <ul style="list-style-type: none"> • Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy. <p>5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <ul style="list-style-type: none"> • Students will examine at least one group of people such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere who have struggled or are struggling for equality and civil rights or sovereignty. 	<p>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p> <p>7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.</p> <p>7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.</p>