

## CCSS Literacy in History/Social Studies MS/HS CARDS

**DIRECTIONS:** Cut out all the cards on both pages and mix up the order. Have participants sort the cards into the three header card categories: *Key Ideas and Details*, *Craft and Structure*, and *Integration of Knowledge and Ideas*. Keep a master of these original two pages as the “answer key.”

<p style="text-align: center;"><b>Key Ideas and Details – What did the text say?</b></p>	<p style="text-align: center;"><b>Craft and Structure – How did the text say it?</b></p>	<p style="text-align: center;"><b>Integration of Knowledge and Ideas – What does the text mean? How does it connect to other texts.</b></p>
<p>Students should determine what texts say explicitly and be able to summarize them (including central ideas/themes, how ideas and characters develop and interact), making logical inferences, and citing textual evidence to support conclusions.</p>	<p>Students should interpret the meanings of words and phrases and the structure of texts to determine how they affect meaning or tone, and how points of view and purpose shape content and style.</p>	<p>Students should synthesize and compare information from the print and digital sources, and critically evaluate the reasoning and rhetoric of a text.</p>
<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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<i>Key Ideas and Details continued</i>	<i>Craft and Structure continued</i>	<i>Integration of Knowledge and Ideas continued</i>
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.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Distinguish among fact, opinion, and reasoned judgment in a text.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	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).	Analyze the relationship between a primary and secondary source on the same topic.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Compare and contrast treatments of the same topic in several primary and secondary sources
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.