

Integrated Literacy ELA/ELD/HSS General Crosswalk

K-5

Adapted from CA CCSS &
2016 California History-Social Science Framework Chapters 1 & 2

ELA/ELD	What does the History-Social Science Framework say?
Reading Text Closely	<p>Students read to gain, modify, or extend knowledge or to learn different perspectives.</p> <p>“The CA CCSS Reading and Writing Standards are meant to complement the History-Social Science Content Standards “(not replace) ... “and help students grapple with primary and secondary sources they encounter.” Also, “...by teaching students how to identify different kinds of text and how to read a text closely, with different purposes each time, students are taught to slow down and read on a level that transcends simple vocabulary or content comprehension; it heightens student critical thinking...”</p>
Academic Vocabulary & Conversations; Speaking & Listening	<p>Students acquire language for new HSS concepts, and use discipline-specific language...<i>domain specific and general academic vocabulary/language of the discipline....</i></p> <p>(For more, see <i>also HSS Framework Ch 21</i>: “... students should have multiple opportunities daily to engage in academic conversations about text with a range of peers. Some conversations will be brief, and others will involve sustained exchanges.”)</p> <p>Students participate in deliberative discussions when making decisions or reaching judgments as a group. Students participate in civic discourse, conversations around problem solving. Students learn to civilly voice the dissenting opinion.</p>
Text Structure	<p>Structures differ from story grammar used in narratives. Historical texts make claims, present information via cause-effect, compare/contrast, and multiple explanations of interpretations. Students read secondary and tertiary sources. Students should be taught how to read these texts.</p> <p>... many [text structures] differ from narrative texts in terms of language, organization, and text features.</p> <p>Students explain structure of different types of texts or parts of a text, analyzing different points of view and accounts of the same event/topic...</p>
Essential Question	<p>Students use an inquiry approach and the individual tools of the discipline to investigate a significant question. They conduct informed investigations toward problem solving and civic action, focused around a compelling question. Also, “ ... students engage with questions and topics of disciplinary and conceptual significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues.... As students explore this content, they learn from a variety of primary and secondary sources, grapple with multiple and often competing pieces of information, form interpretations based on evidence, and learn about how to place information in its appropriate context, and connect it to issues of broader significance.”</p>



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	(See also C3 Framework)
Core Content	“High priority must be given to ensure that all students have access to grade-level history-social science content knowledge.”
Complex Text	<p>“It is important that students who are experiencing difficulty with reading are supported as they learn from texts; teachers should not avoid texts as sources of knowledge with students who find them challenging and rely exclusively on non-text media and experiences. Replacing texts with other sources of information or rewriting them in simpler language—in spite of the intention to ensure access to the curricula—limits students’ skill to independently learn with texts in the future. In other words, instruction should be provided to enable all students to learn with texts alongside other learning experiences.”</p> <p>In grades 4 & 5, students read HSS texts independently and are asked to share their understandings, insights, and responses with others. They engage with complex primary and secondary sources to convey and support understanding of texts and grade level topics in writing, discussions, and presentations.</p> <p>Students begin comparing/contrasting <i>primary and secondary sources, and (in grade five), multiple accounts of the same event or topic</i>. They explain an author’s use of reasons and evidence to support particular points conveyed in text. They effectively integrate, draw inferences from, and interpret evidence from <i>two to several different sources by quoting, paraphrasing, and summarizing evidence from primary and secondary informational texts to support analysis, and research multi-paragraph texts</i>.</p>
Reading Literature	“Teachers...select diverse works that illuminate the past with a variety of texts that can be interrogated as both historical documents and as works of art. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature help to shed light on the varying experiences of people who lived in the recent and distant past. Such literature helps to reveal the way people saw themselves, their ideas and values, their fears and dreams, and the way they interpreted their own times.”
ELD	<p>...history social-science teachers also use the CA ELD Standards to determine how to support their English learners (ELs) in achieving the CA CCSS for ELA/Literacy and the History-Social Science Content Standards and curriculum.</p> <p>“The relationship of ELD and HSS is both reciprocal and inextricable. Content knowledge grows from students’ knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to reach their goals in a discipline. Similarly, as English learners delve deeper into the ways in which meaning is conveyed in history-social science, their knowledge of how language works and their ability to make informed linguistic choices also grow.”</p> <p>... In grades 4 & 5, students are building understanding of how different historical text types are organized to achieve specific purposes, how text can be expanded and enriched through particular language resources, and how ideas can be connected and</p>

	condensed to convey different meanings. English Learners deepen language awareness by analyzing and evaluating the language choices made by writers and speakers.
Author’s Purpose & Assessing Credibility of Sources	Students pay close attention to the author, speech writer, artist, photographer; identify key details about historical sources, including maker, date, place of origin (context), agenda/bias, and <i>purpose of source</i> in order to address historical questions and determine reliability and credibility of sources.
Author’s Perspective	In addition to understanding perspective, student pay attention to how place and time affect perspective, why perspectives differ even in the same historical period, and how perspective shaped historical sources.
Writing	Students TK to grade 3 write both opinion and informative/explanatory texts...about history-social science topics. Students in grades 4-5 effectively summarize and explain text content <i>by using precise language and domain-specific vocabulary in writing</i> . Students develop credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats. In K-5, they make claims about the past based on evidence from historical sources. Student explain probable causes and effects of events and developments.