

SBAC Analysis
 Secondary History/Social Science

Claim	Targets	Literacy in History Social Studies Standards	Connections to Reading Like a Historian
<p>#1 Reading Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	<p>Informational Text Key Details: Cite explicit text evidence to support inferences made or conclusions drawn about texts Central Ideas: Summarize central ideas, topics/subtopics, key events or procedures using supporting ideas and relevant details Word Meanings: Determine intended or precise meanings of words, including domain-specific/technical terms, distinguishing connotation-denotation, and words with multiple meanings, based on context, word patterns, relationships, etymology, or use of specialized resources Reasoning and Evaluation: Apply reasoning and a range of textual evidence to or justify analyses of author’s presentation of information (author’s line of reasoning, point of view/purpose; relevance of evidence or elaboration, to support claims; development or connections among complex concept ideas) Analysis with or Across Texts: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, and rhetorical features. Text Structures/Features: Relate knowledge of text structures or formats, or genre features to integrate information or analyze the impact on meaning or presentation Language Use Analyze the figurative or connotative meanings, or words and phrases used in context and the impact these word choices on meaning and tone.</p>		

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<p>#2 Writing Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>Informational Writing Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience Compose Full Texts: Write full informational/explanatory texts, attending to purpose and audience: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience Use Text Features: Employ text features and visual components appropriate to purpose and style Argument Writing Write/Revise Brief Texts: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence (from texts when appropriate and counter claims using credible sources, or providing a conclusion (e.g. articulating implications or stating significance of the problem) appropriate to purpose and audience Compose Full Texts: Write full arguments about topics or texts, attending to purpose and audience: establish and supporting a claim, organizing and citing supporting evidence Language and Vocabulary Usage: Strategically use precise language and vocabulary (including academic and domain-specific academic vocabulary) and style appropriate to the purpose and audience when revisiting or composing texts.</p>		