

Common Core State Standards

Content Literacy in History/Social Studies Kindergarten through Grade 5

User's Guide



California Department of Education
Sacramento, California

California Department of Education
CCSS Professional Learning Module
Content Literacy in History/Social Studies Kindergarten through Grade 5

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Group Facilitator's Guide

This module provides elementary teachers, kindergarten through grade five with information, strategies, exemplars, video vignettes and resources to strengthen students' informational literacy through reading, writing, listening, and speaking activities in the context of social studies. By increasing attention on literacy within the History/Social Studies curriculum, educators take an important step towards providing all students with the knowledge skills and dispositions for success in college, career and civic life as engaged citizens in the 21st century.

Preparation Notes

- Complete the Common Core State Standards (CCSS) English Language Arts (ELA): Content Literacy in History/Social Studies K–5 online module; available on the Brokers of Expertise Web site at:
<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656>
- Be familiar with the California CCSS English Language Arts K–5 and the College and Career Readiness (CCR) Anchor Standards.
- Be familiar with the History-Social Science Content Standards for California Public Schools and the History-Social Science Framework for California Public Schools both for K–5.

The module is comprised of four units:

- Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K-5
- Unit 2: Literacy in Early Elementary History/Social Studies
- Unit 3: Literacy in Upper Elementary History/Social Studies
- Unit 4: Assessing Student Writing in History/Social Studies K-5

The module also begins with a welcome, overview and pre-assessment and concludes with a summary, post-assessment and resources section.

Group Facilitator's Guide

Materials

Print or provide electronic copies in advance (available on the Brokers of Expertise website at:

<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=16024>

- PowerPoint slides with Presenter Notes (PDF of PowerPoint in “Notes View” – copy for facilitator use only)
- Participant packets – one per person (print only the units and handouts you plan to cover in each session, or have participants download documents onto personal devices in advance.)
 - Participant Packet (PDF) – Presentation Slides for each of the four units
 - Participant Packet (PDF) – Handouts for each of the four units
- California CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy).

Handouts for whole module

- CA CCSS for ELA/Literacy will be used throughout the module
- College and Career Readiness Anchor Standards Matrix

Unit 1 Handouts:

- Pre-assessment
- Common Core Shifts for ELA/Literacy
- “Close Reading in Elementary School” by Douglas Fisher and Nancy Frey
- Five Recommendations for Teaching Informational Text
- “Use the Standards to Teach Skills in Elementary School!” by Karen Parks
- “Preparing Students for College, Career and CITIZENSHIP”

Unit 2 Handouts:

- Common Core Exemplar for English Language Arts and Social Studies: Why We Need Rules and Laws – Grade 1 by LACOE
- “Close Reading in Elementary School” by Fischer and Frey
- People Need Laws

- California Department of Education
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Content Literacy in History/Social Studies Kindergarten through Grade 5
- P21 Framework Definitions

Unit 3 Handouts:

- Common Core Exemplar for English Language Arts and Social Studies: Why We Need Rules and Laws – Grade 5 by LACOE
- First Amendment Worksheet
- Bill of Rights Text-Dependent Questions
- Guide to Creating Text Dependent Questions
- What Government Can and Cannot Do

Unit 4 Handouts:

- What is Formative Assessment?
- Student Work
- Smarter Balanced Informative-Explanatory Writing Rubric for Grades 3–5
- Mrs. Valbuena’s SBAC Informative/Explanatory Rubric Scores
- Stanton Elementary Constitution and Student Bill of Rights
- Smarter Balanced Opinion Writing Rubric for Grades 3–5
- Mrs. Valbuena’s SBAC Opinion Rubric Scores
- Post-Assessment

For each session, have the following available:

- Chart paper and markers (optional, but charting will enhance discussion after small group activities)
- Computer
- LCD Projector
- Speakers or Audio Connection for Computer
- Document Camera
- Internet Connection
- Table supplies (e.g., pens, pencils, highlighters, Post-it notes)
- Note-taking or Journal Writing support: Ask participants to bring what they prefer to use for note-taking.

Prepare/Download Videos by Unit:

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Access videos through links provided in the facilitator's notes section in the PowerPoint slides. Participant packets also include video links on PDF copies of slides for future reference.

Videos are found in the following locations:

- Introduction and Overview: Welcome video by Lupita Alcala
- Unit 1: Six Videos
- Unit 2: Seven Videos
- Unit 3: Nine Videos
- Unit 4: One Video

All videos are accessible through the Brokers of Expertise Website.

Technology considerations:

- Verify Internet Connection
- Verify Access to YouTube
- Verify Access to Embedded Videos on Brokers of Expertise Website (requires Flash)
- Verify Projector Setup
- Verify Audio/Speaker Setup

Group Facilitator's Guide: Preparation Notes

Presentation Options

Facilitators may conduct a series of group workshops for the entire module or facilitate a hybrid model where group learning is blended with independent or extended learning. If the hybrid model is chosen, the facilitator should determine the appropriate areas for group facilitation and for independent use.

A suggestion for the hybrid module follows:

1. Do all of Unit 1 as a group. This unit provides an overview of the connections between CCSS for ELA/Literacy and the History/Social Studies standards while covering the key shifts for reading and writing instruction that apply to all grade levels and student populations.
2. Tailor Units 2 and 3 to the group(s). Many sections require participants to review writing lessons, instructional and assessment strategies, or teaching videos by grade level/span. Participants may complete some of these activities independently outside of the group session and prepare for discussion and reflection at subsequent face-to-face meetings in grade span groups or with the whole group.
3. Unit 4 can be completed based upon participant activity in Unit 2 or 3.

Group Facilitator's Guide

Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Welcome, Overview, Introduction and Pre-Assessment
Slides/Pages:	1–6
Suggested Time:	15 minutes

The section includes:

- Welcome to the California Educators Professional Learning Module Series
- Overview of the Content Literacy in History/Social Studies K-5 PLM
- Introduction to the Learning Objectives for the Module
- Explanation of Metacognitive Journal

Preparation Notes:

- Be familiar with the purpose and goals of the Module.

Prepare handouts:

- Pre-Assessment

Presentation Notes:

Refer to notes section of PowerPoint presentation for “Talking Points” and answers for the Pre-Assessment

Group Facilitator's Guide

Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Introduction to Unit 1, CCSS for ELA
Slides/Pages:	7–16
Suggested Time:	25 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● Learning Objectives for Unit 1● Introduction to the CCSS for ELA/Literacy and History/Social Studies● The relationship between Literacy and History/Social Studies● Introduction to the CCR Anchor Standards <p>Preparation Notes:</p> <ul style="list-style-type: none">● Be familiar with the purpose and goals of Unit 1.● Understand the connection between History/Social Studies and Literacy● Be familiar with the CCR Anchor Standards for Reading, Writing and Speaking and Listening <p>Prepare handouts:</p> <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● CCR Anchor Standards Matrix● Participant Journals (can be a notebook or created packet) <p>Prepare Video:</p> <ul style="list-style-type: none">● Teaching Reading is Teaching Content (YouTube): 9:59 http://www.youtube.com/watch?v=RiP-ijdxqEc <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect on this section. Allow for group discussion as time permits.	

Group Facilitator's Guide

Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Reading Informational Text, Grade Level Spiral of CCSS
Slides/Pages:	17–22
Suggested Time:	25 minutes

The section includes:

- The shifts for ELA and Literacy
- Informational Text in All Content Areas
- CCSS Spirals

Preparation Notes:

- Understand the connection between History/Social Studies and Literacy
- Be familiar with the Common Core Shifts for ELA/Literacy and CCR Anchor Standards for Reading, Writing and Speaking and Listening

Prepare handouts:

- CA CCSS for ELA/Literacy
- Participant Journals

Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect on this section. Allow for group discussion as time permits.

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Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Close Reading, Reading Strategies for Content Instruction
Slides/Pages:	23–27
Suggested Time:	25 minutes

The section includes:

- Close Reading in Elementary School
- Reading Strategies for Content Instruction
- Reading History/Social Studies in Elementary School

Preparation Notes:

- Be familiar with close reading strategies.
- Understand what informational text is.
- Begin understanding the connection between CCSS reading strategies and History/Social Studies

Prepare handouts:

- “Close Reading in Elementary Schools” by Fisher and Frey
- Five Recommendations for Teaching Informational Text
- “Use the Standards to Teach Skills in Elementary School!” by Parks
- Participant Journals

Prepare Video:

- Organize Your Thinking to Critically Analyze Text (Teaching Channel): 7:51
<https://www.teachingchannel.org/videos/help-students-analyze-text>

Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Writing Standards
Slides/Pages:	28–33
Suggested Time:	30 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● CA CCSS Writing Standards● Reading History/Social Studies in Elementary School <p>Preparation Notes:</p> <ul style="list-style-type: none">● Be familiar with Common Core Shift for ELA – refer to the achievethecore.org document.● Understand the requirements for the CA CCSS Writing standards.● Understand the requirements for the CA CCSS Speaking and Listening standards. <p>Prepare handouts:</p> <ul style="list-style-type: none">● Common Core Shifts for ELA/Literacy● CA CCSS for ELA/Literacy● CCR Anchor Standards for Writing <p>Prepare Video:</p> <ul style="list-style-type: none">● Analyzing Texts: Brainstorm Before Writing (Teaching Channel): 6 min https://www.teachingchannel.org/videos/analyzing-text-brainstorming● Analyzing Texts: Text Talk Time (Teaching Channel): 7 min. https://www.teachingchannel.org/videos/analyzing-text-as-a-group● Analyzing Texts: Putting Thoughts on Paper (Teaching Channel): 5 min. https://www.teachingchannel.org/videos/analyzing-text-writing <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Language Standards, Standards for Literacy in History/Social Studies, 21 st Century Skills and Civic Literacy
Slides/Pages:	34–38
Suggested Time:	20 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● CA CCSS Language Standards● Standards for Literacy in History/Social Studies● 21st Century Skills <p>Preparation Notes:</p> <ul style="list-style-type: none">● Understand the requirements for the CA CCSS Language Standards● Understand the requirements for the CCSS Speaking and Listening standards.● Understand the integration of technology and 21st century skills in the CCSS <p>Prepare handouts:</p> <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● P21 Common Core Toolkit● Preparing Students for College, Career and Citizenship <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Unit 1 Conclusion
Slides/Pages:	39–45
Suggested Time:	15 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● Review of the concepts discussed in Unit 1 <p>Prepare Video:</p> <ul style="list-style-type: none">● “Halftime in AUHSD: A Common Core Initiative from the Anaheim Union High School District” http://www.youtube.com/watch?v=PtMvujlR8N0 <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 2: Literacy in Early Elementary History/Social Studies

Section:	Introducing Close Reading in Early Elementary School
Slides/Pages:	1–14
Suggested Time:	40 minutes
The section includes: <ul style="list-style-type: none">● Learning Objectives for Unit 2● Demonstration of Text-Dependent Reading● Reading and Writing and Differentiating Instruction● UDL Strategies	
Preparation Notes: <ul style="list-style-type: none">● Become familiar with CA CCSS for RI for Grade 1● Become familiar with close reading strategies mentioned in “Close Reading in Elementary School” by Fisher and Frey● Review Writing to Read: Evidence for How Writing Can Improve Reading at http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf● Watch the videos in this unit	
Prepare handouts: <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● Common Core Exemplar for English Language Arts and Social Studies: Why We Need Rules and Laws – Grade 1● People Need Laws	
Prepare Video: <ul style="list-style-type: none">● Introducing the Lesson (myBOE) 2:50 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14785● Independent Reading (myBOE): 3:08 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14786● Text-Dependent Reading (myBOE): 1:32 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14593● Close Reading (myBOE): 2:09 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14593	

Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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Unit 2: Literacy in Early Elementary History/Social Studies

Section:	Collaborative Conversations and Applications
Slides/Pages:	15–20
Suggested Time:	30 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● Collaborative Conversations● The P21 Learning and Innovation Skills - 4Cs● Application of Knowledge in Relevant Real-world Scenarios● CCSS Speaking and Listening Standards <p>Preparation Notes:</p> <ul style="list-style-type: none">● Become familiar with CCSS Standards SL for Grade 1● Watch the videos in this unit● Become familiar with P21 Learning and Innovation Skills (4Cs) <p>Prepare handouts:</p> <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● P21 Framework Definitions <p>Prepare Video:</p> <ul style="list-style-type: none">● Examine Signs at School (myBOE): 1:52 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15521● Create School Rules (myBOE): 1:44 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15521● Oral Presentations (myBOE): 1:33 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14795	

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Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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Unit 2: Literacy in Early Elementary History/Social Studies

Section:	Oral Presentations and Speaking and Listening Standards, Unit 2 Key Concepts
Slides/Pages:	21
Suggested Time:	10 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● Unit 2 Key Concepts - Summary <p>Preparation Notes:</p> <ul style="list-style-type: none">● Have an overall review of the reading strategies from the videos. <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 3: Literacy in Upper Elementary History/Social Studies

Section:	Unit Overview and Reading Strategies
Slides/Pages:	1–11
Suggested Time:	45 minutes

The section includes:

- Unit 3 Overview
- Demonstration of Grade 5 Reading Strategies: Independent Reading, Pair-Share, Teacher-led Think-Aloud and Paraphrasing the Text
- Text Dependent Questions

Preparation Notes:

- Review the CCSS for ELA/Literacy Reading Informational Text and Speaking and Listening standards for Grade 5
- Review the “Common Core Exemplar for English Language Arts and Social Studies: Why We Need Rules and Laws – Grade 5”
- Become familiar with close reading strategies mentioned in “Text Complexity: Raising Rigor in Reading” by Fisher, Frey and Lapp
- Review the videos in this unit

Prepare handouts:

- CA CCSS for ELA/Literacy
- First Amendment Worksheet
- Bill of Rights Text-Dependent Questions
- A Guide to Creating Text-Dependent Questions for Close Analytic Reading

Prepare Video:

- Independent Reading (myBOE) 2:00
<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15540>
- Pair-Share (myBOE): 1:55
<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15532>
- Teacher-led Think Aloud (myBOE): 7:30
<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15533>
- Paraphrasing the Text (myBOE): 3:49

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<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15534>

- Text Dependent Questions Two-videos (myBOE): 1:19 and :49
<http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15535>

Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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Unit 3: Literacy in Upper Elementary History/Social Studies

Section:	Vocabulary Support for Struggling Readers
Slides/Pages:	12–14
Suggested Time:	10 minutes
<p>The section includes:</p> <ul style="list-style-type: none">● UDL Recommendations for Support for Struggling Readers <p>Preparation Notes:</p> <ul style="list-style-type: none">● Become familiar with UDL Guideline Principle 1, Checkpoint 2.1 <p>Presentation Notes:</p> <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 3: Literacy in Upper Elementary History/Social Studies

Section:	Expository Writing, Collaboration, Research, and Real-World Application of Skills
Slides/Pages:	15–22
Suggested Time:	45 minutes
The section includes:	
<ul style="list-style-type: none">● CA CCSS Writing Standards● Demonstration of Grade 5 Writing and Collaborative Conversations● Text Dependent Questions	
Preparation Notes:	
<ul style="list-style-type: none">● Review “Writing to Read: Evidence for How Writing Can Improve Reading” by Graham and Herbert available at: http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf● CA CCSS for ELA/Literacy● Familiarize yourself with the P21 Information, Media and Technology Skills● Review the videos in this unit	
Prepare handouts:	
<ul style="list-style-type: none">● CA CCSS for ELA/Literacy● Grade 5 Expository Writing Assignment● “What Government Can and Cannot Do” Worksheet	
Prepare Video:	
<ul style="list-style-type: none">● Expository Writing Read-Alouds (myBOE) 1:00 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15536● Collaborative Conversations (myBOE): 5:44 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15537● Conducting Research Using 21st Century Tools (myBOE): 2:27, 1:30 http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15538● School Bill of Rights (myBOE): 1:52 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=15538	

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Presentation Notes:

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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Unit 3: Literacy in Upper Elementary History/Social Studies

Section:	Unit Summary
Slides/Pages:	23–24
Suggested Time:	10 minutes
The section includes: <ul style="list-style-type: none">● Unit 3 Summary	
Preparation Notes: <ul style="list-style-type: none">● Review key concepts from Unit 3.	
Presentation Notes: <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Allow for group discussion as time permits.	

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Unit 4: Assessing Student Writing in History/Social Studies

Section:	Formative and Summative Assessment, Writing Assessments Grade 1
Slides/Pages:	1–14
Suggested Time:	30 minutes
The section includes: <ul style="list-style-type: none">● Unit 4 Overview● Focus on Writing Assessments for Grade 1	
Preparation Notes: <ul style="list-style-type: none">● Become Familiar with definitions of Formative and Summative Assessment● Review the Assessment Planning Guide for Grade 1● Prepare Grade 1 Writing Samples to Share● Review Writing Criteria for Grade 1	
Prepare handouts: <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● What is Formative Assessment?● Provide writing samples	
Presentation Notes: <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 4: Assessing Student Writing in History/Social Studies

Section:	Grade 5 Informative-Explanatory Writing
Slides/Pages:	15–25
Suggested Time:	30 minutes
The section includes: <ul style="list-style-type: none">● Informative-Explanatory Writing for Grade 5	
Preparation Notes: <ul style="list-style-type: none">● Familiarize yourself with the Assessment Planning Guide for Grade 5● Prepare Grade 5 Opinion Writing Samples to Share	
Prepare handouts: <ul style="list-style-type: none">● CCSS for ELA/Literacy, Writing● Smarter Balanced Informative-Explanatory Writing Rubric Grades 3–5● Student Work Examples 1-5● Mrs. Valbuena's SBAC Informative/Explanatory Writing Rubric Scores	
Presentation Notes: <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for "Talking Points" and "Facilitator Notes."● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 4: Assessing Student Writing in History/Social Studies

Section:	Grade 5 Opinion Writing
Slides/Pages:	26–35
Suggested Time:	45 minutes
The section includes: <ul style="list-style-type: none">● Opinion Writing for Grade 5● Peer Review	
Preparation Notes: <ul style="list-style-type: none">● Familiarize yourself with the Assessment Planning Guide for Grade 5● Prepare Grade 5 Opinion Writing Samples to Share	
Prepare handouts: <ul style="list-style-type: none">● CA CCSS for ELA/Literacy● Stanton Elementary Constitution● Stanton Elementary Bill of Rights● Smarter Balanced Opinion Writing Rubric 3–5● Student Work Examples 1-5● Mrs. Valbuena's Smarter Balanced Opinion Writing Rubric Scores	
Prepare Video: <ul style="list-style-type: none">● Peer Review (myBOE): 2:00 http://www.myboe.org/auth/portal/default/Content/Viewer/Content?action=2&scld=507082&scild=14812	
Presentation Notes: <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.	

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Unit 4: Assessing Student Writing in History/Social Studies

Section:	Grade 5 Opinion Writing
Slides/Pages:	30–40
Suggested Time:	60 minutes
The section includes: <ul style="list-style-type: none">● Creating Assessment Tools● Unit 4 Summary● Post-Assessment	
Preparation Notes: <ul style="list-style-type: none">● Become Familiar with Principles for Creating Assessment Tools● Become Familiar with the Rubrics for Designing Assessment	
Prepare handouts: <ul style="list-style-type: none">● Post-Assessment	
Presentation Notes: <ul style="list-style-type: none">● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”● Participants will reflect several times on this section. Allow for group discussion as time permits.● Answers for the Post-Assessment are in the Facilitator Notes for that slide	

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Navigation Guide

Welcome to the CCSS Content Literacy in History/Social Studies, Kindergarten through Grade 5 professional learning module. This module is designed so that you can complete the online version in approximately eight hours.

You are encouraged to take and adapt the reading and writing strategies presented in this module and collaborate on using them with your teaching colleagues. Encourage colleagues to go through the modules with you and after completing each unit, discuss what you have learned.

This module is comprised of four units:

Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Unit 2: Literacy in Early Elementary History/Social Studies

Unit 3: Literacy in Upper Elementary History/Social Studies

Unit 4: Assessing Student Writing in History/Social Studies

The module also begins with a welcome, overview and pre-assessment and concludes with the module summary, post-assessment, and resource section.

You may progress through each of the unit in the order presented, however, it is designed for you to be able to focus on your areas of interest. If you prefer to focus on either early elementary, or upper elementary levels, it is recommended that you review go through Unit 1 initially, pick the level you are interested in from either Unit 2 or Unit 3, then go to Unit 4 to cover the assessments for that level.

Unit 2 and Unit 3 have several videos progressing through several strategies. It is recommended that you progress through the entire set of videos for the grade level so as to understand the strategies from start to finish.

Each unit is self-navigating. Once you begin with section 1 of each of the units, you will be directed and prompted throughout the unit.

Materials

- Computer or Mobile Device
- Speakers or Headphones
- Internet Connection
- Materials for Taking Notes
- Printer