**Focus *Literacy* *Skill Areas* and subareas for WH and US History1**

**Essentials (S1) and Topics (S2)**

These align with CCSS and MA Framework (2003) skill strands.

Although these skills are divided by Quarter “focuses,” it is *not* the case that an instructor should refrain from moving from one topic in a given quarter to another from a different quarter. This is given as a guide for a *potential* progression. Ongoing formative assessment will inform the teacher how to proceed with a given class.

**Q1 Reading Texts**

* Close Reading for Key Ideas and Details
	+ ​Identifying theses, claims/arguments, and central topics from original texts and prompts
	+ Confirming the validity of an argument through different sources
* Structure and Nature of Texts
	+ ​Primary vs. Secondary Sources
	+ Differences in the way texts are written and presented
	+ Considerations of Voice
	+ Considerations of Audience
* Interpretation of Knowledge and Ideas from texts
	+ Distinguishing Cause and Effect
	+ Distinguishing Complex Historical Causes by analyzing multiple factors
	+ Identifying Relevant Connections and Patterns within and across time periods
		- Similarity and Difference
		- Continuity and Change
	+ Identifying Information Relevant to a Prompt or Specific Assignment
* Working toward fluency with at-grade-level texts
	+ Textbooks
	+ Web pages
	+ Charts
	+ Graphs
	+ Maps
	+ Pictures

 **Q2 Writing Appropriately**

* Identifying Text Types, Genres, and Purposes of Writing
* Mechanical Production and Output in Writing
* Range of Writing (Ability to Write through Different Genres)​
* Use of Academic Voice as opposed to Personal Voice
* Ability to Support a Claim or Hypothesis
	+ ​Ability to qualify or modify an argument by considering diverse or alternative views of evidence (counter-arguments)

**Q3 Researching Skills and Rubric Awareness**

* Research as a way to Build and Present Knowledge
* Note Taking from Sources
	+ ​Harvard Notes
	+ T-Charts
	+ Graphic Organizers
	+ Outlining (of reading)
* The Meaning of Original Work
	+ ​Its relationship to a prompt, main theme, or pattern and relevant connections
* Outlining and drafting as part of the writing process
* Fundamentals of Bibliography and Citation
* Constructing a paper against a rubric and/or prompt/instruction set

Q4 Building a Final Product in Different Ways & Finishing it with Polish

* Project Management
* Drafting and Revision
* Choosing a “Mode” of Communication for your Scholarly Work
	+ Learning that the same research material can be turned into different types of products: papers, slideshows, podcasts, videos
* Proofing and Polishing

[1] The Essentials and Topics classes assume a significantly greater need for scaffolding to be able to master these skills. Teachers are expected to provide much more support in terms of pacing and in-class interventions to master these skills.