Standards Alignment With Primary Sources

TPS-DePaul
Level I Program
Instructional “Shifts”

Practice with complex informational texts and academic language

Reading, writing, speaking grounded in evidence from text

Building knowledge through content-rich nonfiction
Most of the required reading in college and workforce training programs is informational in structure and challenging in content.

<table>
<thead>
<tr>
<th>By the end of...</th>
<th>Info. Text</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Common Core "Portrait"

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures
IL Social Science Inquiry Standards

☑ Evaluating Sources and Using Evidence
  • Gathering and Evaluating Sources
  • Developing Claims and Using Evidence

Communicating Conclusions and Taking Informed Action
  • Communicating Conclusions
  • Critiquing Conclusions
  • Taking Informed Action
NGSS Practices for K-12 Classrooms

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information
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Selecting Primary Sources

What do my students already know?

Which standards/questions am I addressing?

How am I using this source?
Selecting Primary Sources

- Audience
- Context
- Point of View
- Logistics
Group Activity

Use the Common Core portrait, the Considerations for Selecting Primary Sources guide, and www.loc.gov to complete the graphic organizer.