


Standards Alignment With Primary Sources


TPS-DePaul

Level I Program


Instructional “Shifts”



Practice with complex informational texts and academic language

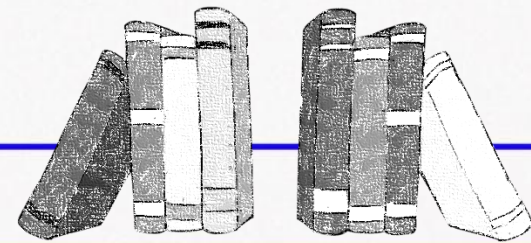


Reading, writing, speaking grounded in evidence from text



Building knowledge through content-rich nonfiction

Informational Text



Most of the required reading in college and workforce training programs is informational in structure and challenging in content.

CCSS ELA Standards, Key Design Consideration

By the end of...

Info. Text

Literary Text

Grade 4

50%

50%

Grade 8

55%

45%

Grade 12

70%

30%

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

II 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.