

Priority Standard: 3.TS.7.B.a With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Learning Targets

- I can use visual tools and informational texts to make interpretations.
- I can use visual tools and informational texts to draw conclusions.
- I can use visual tools and informational texts to make predictions.
- I can use visual tools and informational texts to communicate information and ideas.

Common Student Misconceptions/Mistakes

Misinterpret information provided.
Lack perspective to make predictions or draw conclusions.

Meeting Expectations

With guidance and support, a student who has mastered this standard can use visual tools and informational texts consistently to interpret, draw conclusions, make predictions, and communicate information and ideas.

Approaching Expectations

With guidance and support, a student who approaches expectations on this standard may inconsistently use visual tools and informational texts to interpret, draw, conclusions, make predictions, and communicate information and ideas.

Beginning to Learn

With guidance and support, a student who is beginning to learn the expectations on this standard cannot yet do any of the following: use visual tools and informational texts to interpret, draw, conclusions, make predictions, and communicate information and ideas.

Evidence of Mastery

Written responses to questions
Anecdotal notes from group or small-group discussions
Visual presentation of information and ideas

Previous Level

what students who are struggling at a 1

Supports for written responses, such as word bank, sentence stems
Practice drawing conclusions and making predictions

might need to revisit	
Next Level What students will do if they have consistently mastered the standard	Create products such as maps, graphs, timelines, charts, or models to communicate information and understanding

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<p>With guidance and support, uses visual tools and informational texts consistently to do all of the following:</p> <ul style="list-style-type: none"> ● interpret ● draw conclusions ● make predictions ● communicate information and ideas 	<p>With guidance and support, uses visual tools and informational texts inconsistently to do the following:</p> <ul style="list-style-type: none"> ● interpret ● draw conclusions ● make predictions ● communicate information and ideas 	<p>With guidance and support, cannot yet use visual tools and informational texts to do all of the following:</p> <ul style="list-style-type: none"> ● interpret ● draw conclusions ● make predictions ● communicate information and ideas

Priority Standard: 3.TS.7.D.a Present social studies research to an audience using appropriate sources.	
Learning Targets	<ul style="list-style-type: none"> ● I can use appropriate sources to research a social studies topic. ● I can present research to an audience.
Common Student Misconceptions/Mistakes	<p>Use a source that is not credible. Adds in additional information that is not credible or from a source Misinterpret the information. Presented information is not clear to the audience.</p>

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can independently and consistently present social studies research using at least two appropriate sources from a provided selection.	A student who is approaching mastery may need some support to interpret source information correctly, or may use only one source of information, or may not yet present all information clearly.	A student who is beginning to learn this standard cannot yet interpret source information correctly, or can only do so with substantial support, or cannot yet share research with an audience.
Evidence of Mastery	Use multiple resources to research a topic Create a presentation for an audience Can share information in a variety of ways	
Previous Level what students who are struggling at a 1 might need to revisit	Support with reading the appropriate sources How to identify the most important information from the sources Options for presenting information	
Next Level What students will do if they have consistently mastered the standard	Conduct own research by searching for and selecting appropriate sources	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Clearly presents social studies research ● Uses at least two appropriate sources from a provided selection. ● Does these independently and consistently 	<ul style="list-style-type: none"> ● May need some support to interpret source information correctly, or ● May use only one source of information, or 	<ul style="list-style-type: none"> ● Cannot yet interpret source information correctly, or ● Can interpret source information only with substantial support ● Cannot yet share research with an audience

	<ul style="list-style-type: none"> • May not yet present all information clearly 	
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Priority Standard: 3.TS.7.E.c Use appropriate sources to investigate social studies questions.		
Learning Targets	<ul style="list-style-type: none"> • I can identify appropriate sources to investigate social studies questions. • I can use appropriate sources to investigate a question. • I can ask and answer questions while investigating. 	
Common Student Misconceptions/Mistakes	<p>Use a source that is not credible. Rely on only one source of information. Misinterpret the information.</p>	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can independently and consistently investigate social studies questions by following steps in a process and using at least two appropriate sources.	A student who is approaching mastery may need some support to follow steps in a process to investigate, or may use only one source to investigate a social studies question using appropriate sources.	The Beginning to Learn student cannot yet independently or consistently follow steps in a process to investigate a social studies question, or may need substantial support to use appropriate sources to investigate social studies questions.
Evidence of Mastery	<p>Written responses to questions Anecdotal notes from group or small-group discussions Use of appropriate sources to investigate questions Completion of an inquiry</p>	
Previous Level	How to use appropriate sources	

what students who are struggling at a 1 might need to revisit	Question bank and sentence stems
Next Level What students will do if they have consistently mastered the standard	Generate compelling research questions Identify appropriate sources for to investigate a question

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Follows steps in a process to investigate a social studies question, and Uses at least two appropriate sources from a provided selection to investigate a social studies question Does this independently and consistently 	<ul style="list-style-type: none"> May need some support to follow steps in a process to investigate a social studies question, or May need some support to use provided sources to investigate a social studies question, or May use only one source to investigate a social studies question 	<ul style="list-style-type: none"> Cannot yet follow steps in a process to investigate a social studies question, or Cannot yet use provided sources to investigate a social studies question

Priority Standard: 3.TS.7.A.a Select and analyze primary and secondary social studies sources to determine importance with guidance and support.	
Learning Targets	<ul style="list-style-type: none"> I can select which of the primary sources provided would best help me answer a social studies question. I can select which of the secondary sources provided would best help me answer a social studies question. I can analyze a primary source to determine importance to answering a social studies question with guidance and support.

	<ul style="list-style-type: none"> I can analyze a secondary source to determine importance to answering a social studies question with guidance and support. 	
Common Student Misconceptions/Mistakes	<p>Choosing the first source they see. All sources are the same quality. Misidentifying the main idea of a source. Not determining the important details of a text. Misunderstanding the question that is being investigated.</p>	
Meeting Expectations	Approaching Expectations	Beginning to Learn
With guidance and support, a student who has mastered this standard can consistently select and analyze primary and secondary sources from those provided that would best answer a social studies question.	With guidance and support, the Beginning to Learn student may inconsistently select sources that would best help to answer a social studies question, and/or they inconsistently analyze sources to determine its importance to a social studies question.	With guidance and support, the Beginning to Learn student cannot yet select a source that would best help to answer a social studies question, or they cannot yet analyze a source to determine its importance to a social studies question.
Evidence of Mastery	<p>Select appropriate sources from those provided Sort sources based on their importance to a social studies question Share important information from sources “Critical Thinking Skills: Comparing Primary and Secondary Sources” Activity in Savaas - Chapter 2 Investigate</p>	
Previous Level what students who are struggling at a 1 might need to revisit	<p>Describe and analyze primary and secondary sources in classroom discussion Practice identifying the main idea of a source</p>	
Next Level What students will do if they have	<p>Evaluate primary and secondary sources Use sources to create a product of social science inquiry</p>	

consistently mastered the standard

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none">• With guidance and support• Consistently selects and analyzes primary and secondary sources from those provided that would best answer a social studies question	<ul style="list-style-type: none">• With guidance and support• May inconsistently select sources that would best help to answer a social studies question• May inconsistently analyze sources to determine importance to a social studies question	<ul style="list-style-type: none">• With guidance and support• Can not yet select a source that would best help to answer a social studies question• Cannot yet analyze a source to determine its importance to a social studies question