

## Thinking Skills Chart for Social Studies - Grades 3-5

Thinking Skill	Questions	Prompts	Reading Informational Text
<b>Sourcing</b> <a href="#">[Practice Standard 4]</a>  (grade 3 - B, grades 4 & 5 - R)	<ul style="list-style-type: none"> <li>Who wrote (created) this?</li> <li>When was it written (created)?</li> <li>Where was it written (created)?</li> <li>Who was there?</li> <li>Why was it written (created)?</li> <li>Is this a <b>primary</b> or <b>secondary source</b>?</li> </ul>	<ul style="list-style-type: none"> <li>This document is about...</li> <li>I think this document was created because...</li> <li>I think the audience is...</li> </ul>	<ul style="list-style-type: none"> <li>RI.2 - determine <b>main idea</b> and key details</li> <li>RI.7 - ex: "Use information gained from illustrations (e.g., maps, photographs) and ... words... to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)." (RI.3.7)</li> </ul>
<b>Contextualization</b>  (grade 3 & 4 - B, grade 5 - R)	<ul style="list-style-type: none"> <li>What was the historical <b>context</b>?</li> <li>When was the document created?               <ul style="list-style-type: none"> <li>What was different then?</li> <li>What was the same?</li> </ul> </li> <li>How did this document change the world/ community?</li> <li>What was it like to be alive then?</li> </ul>	<ul style="list-style-type: none"> <li>I already know that _____ is happening at this time.</li> <li>From this document, I would guess that people at this time were feeling...</li> <li>This document might not give me the whole picture because...</li> </ul>	
<b>Close Reading</b> <a href="#">[Practice Standards 4 &amp; 5]</a>  (grade 3 - B, grades 4 & 5 - R)	<ul style="list-style-type: none"> <li>What is this document about?</li> <li>What words, phrases, images, or symbols are in the document?</li> <li>What does the author think about this event or person?</li> <li>Is the author trying to <b>convince</b> you of something?</li> </ul>	<ul style="list-style-type: none"> <li>The author thinks that...</li> <li>The <b>evidence</b> that explains what the author is thinking is...</li> <li>The author is trying to convince me that...</li> <li>I think the author chose the word(s) in this source in order to...</li> </ul>	<ul style="list-style-type: none"> <li>RI.4 - meaning and <b>purpose</b> of words used in a text</li> <li>RI.5 - ex: "Describe how an author uses... structures (eg chronology, comparison, cause/effect, problem/solution) of events..." (RI.5.5)</li> </ul>
<b>Compare and Contrast</b> <a href="#">[Practice Standard 3]</a> (grade 3 & 4 - B, grade 5 - R)  <i>Note: In grades 6-12, the skill students use is "corroboration."</i>	<ul style="list-style-type: none"> <li>What is similar or different in these documents?</li> <li>What do other documents say?</li> <li>Why should we use more than one source when studying history?</li> </ul>	<ul style="list-style-type: none"> <li>These documents are similar because...</li> <li>These documents are different because...</li> <li>These documents disagree/agree about...</li> </ul>	<ul style="list-style-type: none"> <li>RI.6 - ex: "<b>Compare and contrast</b> a firsthand and secondhand <b>account</b> of the same event..." (RI.4.6)</li> <li>RI.9 - ex: "Integrate information from several texts... in order to write or speak about the subject." (RI.5.9)</li> </ul>

Note - **Key Vocabulary** is in blue. Teachers should focus on these words when teaching and framing Historical Thinking skills.

**B** = Begin, **R** = Reinforce, **I** = Independent

Inspired by Stanford's Historical Thinking Skills chart, sheg.stanford.edu. Created by CPS History Department, updated January