Los Angeles Unified School district
Division of Instruction
Elementary History-Social Science

Historical Thinking and Reading Skills

K-5 Scope and Sequence

GRADE	Historical Thinking Skills	Suggested Primary Sources

K	Observe (describe details in a source)
	Compare and Contrast
	Chronological order
	   • Identify past vs. present
	   • Me, Mom, Grandmother
	Close reading
	   • What is the document saying?
	   • Provide evidence to support responses
		Images from past (example fire truck today vs. fire truck past)
		Artifacts
		Oral history recordings
		Songs

1	Observe
	Analyze
	Compare and Contrast
	Chronological order – beginning timelines
	Distinguish fact from fiction
	Synthesize from more than one source with support
	Close reading
	   • What is the document saying?
	   • Provide evidence to support response
	Sourcing with support
		Expand primary sources to family
		Images
		Artifacts
		Introduce simple diary entries
		Introduce simple maps
		Oral History recordings
		Songs
		Primary sources with limited text such as tickets, receipts, menus and catalogs.

2	Observe
	Analyze
	Compare and Contrast
	Chronological order – beginning timelines
	Distinguish fact from fiction
	Synthesize from more than one source with support
	Close reading
	   • What is the document saying?
	   • Provide evidence to support responses
	Sourcing with support
		Expand primary source connections to family and community
		Images
		Artifacts
		Introduce simple diary entries
		Introduce simple maps
		Oral History recordings
		Songs
		Primary sources with limited text such as tickets, receipts, menus and catalogs.

3	Observe
	Analyze
	Compare and Contrast
	Distinguish point of view
	Corroboration with support
	   • Do the documents agree?
	Sourcing with Support
	   • Who wrote this?
	   • When was it written?
	   • What is the author's point of view
	Contextualization with Support
	   • When and where was the document created?
	   • What was different then? What was the same?
	Synthesize from multiple sources
	   • Draw Conclusions
		Expand primary source connections to community and local region
		Images
		Artifacts
		Diary entries
		Maps
		Oral History recordings
		Songs
		Introduce newspapers, broadsides, documents, letters, charts and other primary sources with larger amounts of text
		Include multiple documents with different points of view

Suggested primary sources from Library of Congress www.loc.gov

	• Make an opinion (argument)
	Close reading
	    • Support reader's response/opinion with evidence from the text
	    • What is the document saying?	

4	Observe
	Analyze
	Compare and Contrast
	Distinguish point of view
	Corroboration with support
	    • Do the documents agree?
	    • What documents are most reliable?
	Sourcing with Support
	    • Who wrote this?
	    • When was it written?
	    • What is the author's point of view
	    • Where was it written?
	    • Why was it written?
	Contextualization with Support
	    • When and where was the document created?
	    • What important things were happening at the time that relate to the document?
	    • How does this information help us to understand the document?
	Synthesize from multiple sources
		Expand primary source connections to the state level
		Images
		Artifacts
		Diary entries
		Maps
		Oral History recordings
		Songs
		Introduce newspapers, broadsides, documents, letters, charts and other primary sources with larger amounts of text
		Include multiple documents with different points of view

	• Draw Conclusions • Make an opinion (argument) Close reading • Support reader's response/opinion with evidence from the text • What claims does the author make?* • What evidence does the author use?* • What language does the author use to persuade the document's audience?* • How does the document's language indicate the author's perspective?* (*Analyze images and documents)	
5	Observe Compare multiple points of view and bias Synthesize learning and construct new knowledge • Draw Conclusions • Make an opinion (argument) Corroboration • Do the documents agree? • What documents are most reliable? Sourcing • Who wrote this? • When was it written? • What is the author's point of view • Where was it written?	Introduce more complex historical documents Different types of maps Include primary sources in multiple formats on the same topic

- Why was it written?
- Is it reliable?

Contextualization

- When and where was the document created?
- What important things were happening at the time that relate to the document?
- How does this information help us to understand the document?

Close reading

- Support reader's response/opinion with evidence from the text
- What claims does the author make?*
- What evidence does the author use?*
- What language does the author use to persuade the document's audience?*
- How does the document's language indicate the author's perspective?*

(*Analyze images and documents)