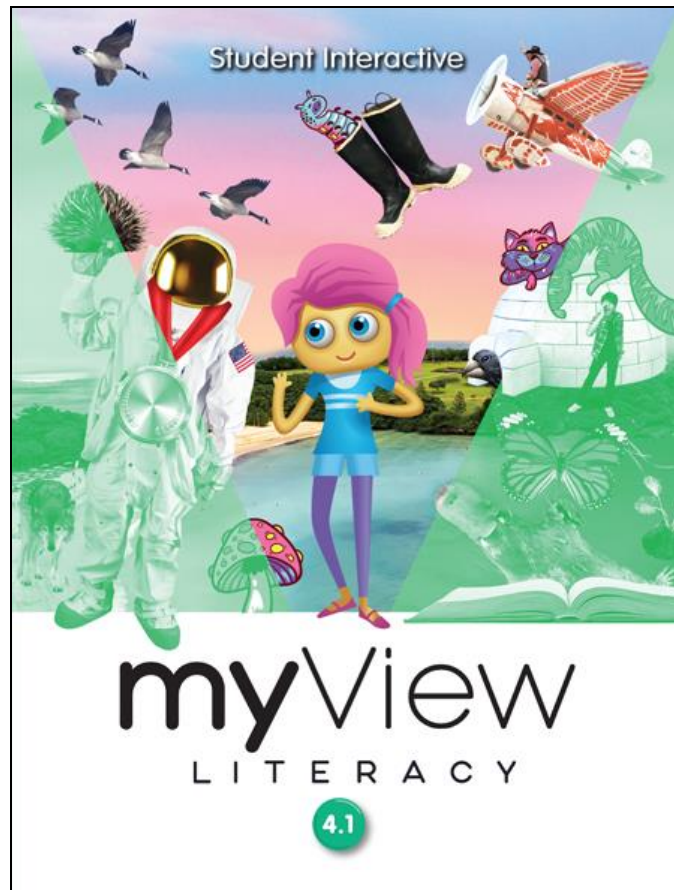


A Correlation of



Grade 4, ©2020

To the

**College, Career, & Civic Life (C3) Framework
for Social Studies State Standards
Grades 3-5**

A Correlation of myView Literacy, Grade 4, ©2020 to the C3 Framework for Social Studies State Standards

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **College, Career, & Civic Life (C3) Framework for Social Studies**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 5*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).</p>	<p>Each unit in <i>myView Literacy</i> targets an overarching theme with an Essential Question and Weekly Questions that guide the learning.</p> <p>Unit 1: Networks: Essential Question, T12 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T88-T89, T218-T219 Interact with Sources: Explore the Media, Essential Question, Weekly Question, T154-T155 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T286-T287</p> <p>Unit 2: Adaptations: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T230-T231, T296-T297 Interact with Sources: Explore Media, Essential Question, Weekly Question, T192-T193 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T166-T167</p> <p>Unit 3: Diversity: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T218-T219, T298-T299 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T80-T81 Interact with Sources: Explore the Media, Essential Question, Weekly Question, T146-T147</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Impacts: Essential Question, T12 Interact with Sources: Explore Media, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T90-T91 Interact with Sources: Explore the Fairy Tale, Essential Question, Weekly Question, T158-T159 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T226-T227 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T298-T299</p> <p>Unit 5: Features: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T292-T293 Interact with Sources: Explore the Media, Essential Question, Weekly Question, T86-T87 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T152-T153 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T226-T227</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361 Compare Across Texts: Networks, T362-T363</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355 Project-Based Inquiry: Integrate your Instruction, Social Studies, T355 Compare Across Texts: Diversity, T356-T357</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Compare Across Texts: Impacts, T368-T369</p>
<p>Constructing Supporting Questions</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p>	
<p>D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361 Compare Across Texts: Networks, T362-T363</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355 Project-Based Inquiry: Integrate your Instruction, Social Studies, T355 Compare Across Texts: Diversity, T356-T357</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Compare Across Texts: Impacts, T368-T369</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
<p>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</p>	<p>Unit 1: Interact with Sources: Explore the Map, Weekly Question, T20-T21 Introduce the Text, T30-T45, T98-T111, T164-T175, T226-T243, T296-T321 Interact with Sources: Explore the Infographic, Weekly Question, T88-T89, T218-T219 Interact with Sources: Explore the Media, Weekly Question, T154-T155 Interact with Sources: Explore the Primary Source, Weekly Question, T286-T287</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T230-T231, T296-T297 Introduce the Text, T30-T49, T102-T123, T176-T187, T240-T253, T306-T323 Interact with Sources: Explore Media, Weekly Question, T192-T193 Interact with Sources: Explore the Primary Source, Weekly Question, T166-T167</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T218-T219, T298-T299 Introduce the Text, T30-T37, T90-T103, T156-T175, T228-T255, T306-T315 Interact with Sources: Explore the Poem, Weekly Question, T80-T81 Interact with Sources: Explore the Media, Weekly Question, T146-T147</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
(Continued)	(Continued) Unit 4: Interact with Sources: Explore Media, Essential Question, Weekly Question, T20-T21 Introduce the Text, T30-T47, T100-T115, T168-T183, T236-T255, T308-T327 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T90-T91 Interact with Sources: Explore the Fairy Tale, Essential Question, Weekly Question, T158-T159 Interact with Sources: Explore the Primary Source, Weekly Question, T226-T227 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T298-T299 Unit 5: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T292-T293 Introduce the Text, T30-T43, T96-T109, T162-T183, T236-T249, T302-T319 Interact with Sources: Explore the Media, Weekly Question, T86-T87 Interact with Sources: Explore the Diagram, Weekly Question, T152-T153 Interact with Sources: Explore the Primary Source, Weekly Question, T226-T227

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions</p>	<p>Unit 1: Brainstorm and Set a Purpose, T81 Introduce the Project, T364 Conduct Research: Field Research, T368 Customize It!, T376</p> <p>Unit 2: Conduct Research: Library Databases, T370-T371 Refine Research: Develop a Bibliography, T374 Extend Research: Incorporate Media, T376-T377</p> <p>Unit 3: Take Notes, T146 Conduct Research: Search Engines, T362-T363 Extend Research: Incorporate Media, T368-T369</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Conduct Research: Request Information, T374-T375 Extend Research: Create a Strong Media Message, T380-T381</p> <p>Unit 5: Inquire: Introduce the Project, T362 Conduct Research: Expert Assistance, T366 Extend Research: Online Archives, T372 Collaborate, T372 Bibliography, T376</p>

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DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, T286-T287
D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 2: Interact with Sources: Explore the Primary Source, Saving Elephants, T166-T167 Unit 3: Matching Texts to Learning: <i>One Nation, One People</i> , T87 Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319
D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, T286-T287

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<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 3: Matching Texts to Learning: <i>One Nation, One People</i>, T87</p> <p>Unit 5: Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>
<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	<p>Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, T286-T287</p> <p>Unit 3: Academic Vocabulary: Language of Ideas, T80 Matching Texts to Learning: <i>One Nation, One People</i>, T87 First Read: Connect, T161</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 ELL Targeted Support, T296 First Read: Generate Questions, T314 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.	Unit 1: Book Club, T380-T393 Unit 2: Book Club, T382-T395 Unit 3: Book Club, T374-T387 Unit 4: Book Club, T386-T399 Unit 5: Book Club, T378-T391
D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.	Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 3: Matching Texts to Learning: <i>One Nation, One People</i> , T87 Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319

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<p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p>	<p>Unit 1: Inquire: Introduce the Project, Collaborate, T364 Book Club, T380-T393</p> <p>Unit 2: Inquire: Introduce the Project, Collaborate, T366 Book Club, T382-T395</p> <p>Unit 3: Inquire: Introduce the Project, Collaborate, T358 Book Club, T374-T387</p> <p>Unit 4: Inquire: Introduce the Project, Collaborate, T370 Book Club, T386-T399</p> <p>Unit 5: Inquire: Introduce the Project, Collaborate, T362 Book Club, T378-T391</p>
<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>	<p>Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, Turn and Talk, T286-T287</p> <p>Unit 3: Matching Texts to Learning: <i>One Nation, One People</i>, T87</p> <p>Unit 4: Matching Texts to Learning: <i>Leaders of Change</i>, T304 Matching Texts to Learning: <i>Great American Speeches</i>, T305</p> <p>Unit 5: <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Close Read: Use Text Evidence to Explain Concepts (public policy), T315</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	For supporting content please see: Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 4: Matching Texts to Learning: <i>Leaders of Change</i> , T304 Matching Texts to Learning: <i>Great American Speeches</i> , T305 Unit 5: <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 Strategy Group: Compare Texts, ELL Targeted Support, T198 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293
D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.	Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 5: <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 Close Read: Use Text Evidence to Explain Concepts (public policy), T315
D2.Civ.13.3-5. Explain how policies are developed to address public problems.	Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287 Unit 4: Matching Texts to Learning: <i>Leaders of Change</i> , T304 Unit 5: Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 Close Read: Use Text Evidence to Explain Concepts (public policy), T315 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319

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<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 3: Matching Texts to Learning: <i>One Nation, One People</i>, T87, T153</p> <p>Unit 4: Matching Texts to Learning: <i>Leaders of Change</i>, T304 Matching Texts to Learning: <i>Great American Speeches</i>, T305</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Close Read: Use Text Evidence to Explain Concepts (public policy), T315 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>
<p>ECONOMICS</p>	
<p>Economic Decision Making</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</p>	<p>Unit 5: Listening Comprehension: Informational Text, "Energy Recovery of Waste," Wrap-Up, T22-T23 Intervention Activity: Reading Informational Texts, Why We Need a Public Pool, T160 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 First Read: Connect (choices), T165 Cross-Curricular Perspectives: Science, Benefits and Drawbacks, T307</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	Unit 3: <i>The Circuit</i> , T252-T255 Unit 5: Ways to Reduce Waste in a Community: Hold Bottle Drives (money), T179 10 Ways to Make Your Home Green, T180-T181
Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	For supporting content please see: Unit 3: Interact with Sources: Explore the Infographic, New Places Affect How We Eat, T218-T219 <i>The Circuit</i> , T252-T255 Unit 5: Putting Items to New Uses, T512-T513
D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.	Unit 3: Interact with Sources: Explore the Infographic, New Places Affect How We Eat, Global Markets (trade), T218-T219 ELL Targeted Support: Visual Support (trade), T219 Unit 5: Green Contractor: Career, T182
D2.Eco.5.3-5. Explain the role of money in making exchange easier.	Unit 5: Ways to Reduce Waste in a Community: Hold Bottle Drives, Pool Resources (money), T179
D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	For supporting content please see: Unit 3: <i>The Circuit</i> , T252-T255 Interact with Sources: Explore the Infographic, New Places Affect How We Eat, T218-T219
D2.Eco.7.3-5. Explain how profits influence sellers in markets.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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D2.Eco.8.3-5. Identify examples of external benefits and costs.	Unit 5: Listening Comprehension: Informational Text, "Energy Recovery of Waste," Wrap-Up, T22-T23 Intervention Activity: Reading Informational Texts, Why We Need a Public Pool, T160 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 First Read: Connect (choices), T165 Cross-Curricular Perspectives: Science, Benefits and Drawbacks, T307
D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.3-5. Explain what interest rates are.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	For supporting content please see: Unit 5: Time to Debate: Cons (taxes), T183
D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	Unit 3: Interact with Sources: Explore the Infographic, New Places Affect How We Eat, T218-T219 <i>The Circuit</i> , T252-T255 Unit 5: Green Careers: Green Artist/Green Contractor, T182

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The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.	Unit 1: Cross-Curricular Perspectives: Social Studies, Economically Interdependent, T313 Unit 3: Interact with Sources: Explore the Infographic, New Places Affect How We Eat, Global Markets (trade), T218-T219 ELL Targeted Support: Visual Support (trade), T219
D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Economically Interdependent, T313 Unit 3: Interact with Sources: Explore the Infographic, New Places Affect How We Eat, Global Markets (trade), T218-T219 ELL Targeted Support: Visual Support (trade), T219
GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	For supporting content please see: Unit 1: Minilesson: Analyze Author’s Use of Graphics, T266 ELL Targeted Support: Graphics, T266

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<p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Cross-Curricular Perspectives: Social Studies, Weather, T238 Cross-Curricular Perspectives: Social Studies, Internment Camps, T300 Map of Africa, T232 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, "Tornado Alley," T112 Cross-Curricular Perspectives: Social Studies, Water, T252</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Map: Standard Time Zones of the World, T38-T39 Map: Bali, T305</p>
<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p>	<p>Unit 1: Map of Africa, T232 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232</p> <p>Unit 5: Map: Standard Time Zones of the World, T38-T39 Map: Bali, T305</p>

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<p>Human-Environment Interaction</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p>	<p>Unit 1: Matching Texts to Learning: <i>Homes in Early America</i>, T27 Interact with sources: Explore the Infographic, Cool Homes Around the World, T218-T219 Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 2: Matching Texts to Learning: <i>The Urban Jungle</i>, T27 Matching Texts to Learning: <i>Wildfires</i>, T99 Interact with Sources: Explore the Infographic, Part of a Habitat, T230-T231 "Deer and Trees," T252-T253</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Matching Texts to Learning: <i>Force and Energy</i>, T27 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Listening Comprehension: Informational Text, The Footprints Across Earth's Back, T294-T29 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>

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<p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p>	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 2: Matching Texts to Learning: <i>The Urban Jungle</i>, T27 Matching Texts to Learning: <i>Wildfires</i>, T99 Interact with Sources: Explore the Infographic, Part of a Habitat, T230-T231 "Deer and Trees," T252-T253</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Listening Comprehension: Informational Text, The Footprints Across Earth's Back, T294-T29 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>
<p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Interact with sources: Explore the Infographic, Cool Homes Around the World, T218-T219 Cross-Curricular Perspectives: Social Studies, Weather, T238 Cross-Curricular Perspectives: Social Studies, Internment Camps, T300</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, "Tornado Alley," T112 Cross-Curricular Perspectives: Social Studies, Water, T252</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23</p>

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Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Unit 1: Matching Texts to Learning: <i>Railroad Networks</i>, T94</p> <p>Unit 3: Interact with Sources: Explore the Infographic, <i>Diverse Ways We Communicate</i>, T20-T21 Interact with sources: Explore the Media: <i>Making Music Together</i>, T146-T147 Interact with Sources: Explore the Infographic, <i>New Places Affect How We Eat, Global Markets (trade)</i>, T218-T219 ELL Targeted Support: Visual Support (trade), T219 <i>The Circuit</i>, T252-T255</p> <p>Unit 5: Matching Texts to Learning: <i>Exploring Our World</i>, T93</p>
<p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>Unit 1: Matching Texts to Learning: <i>Homes in Early America</i>, T27 Matching Texts to Learning: <i>No Place Like Home</i>, T27 Matching Texts to Learning: <i>Living on Earth</i>, T160 Interact with sources: Explore the Infographic, <i>Cool Homes Around the World</i>, T218-T219 Cross-Curricular Perspectives: Social Studies, <i>Body Adapts</i>, T236 Cross-Curricular Perspectives: Social Studies, <i>Weather (modify or change surroundings)</i>, T238 Interact with Sources: Explore the Primary source, <i>Taking Care of Our Land, Turn and Talk</i>, T286-T287 <i>Barbed Wire Baseball</i>, T296-T321 Cross-Curricular Perspectives: Social Studies, <i>Gila River Internment Camp</i>, T310</p> <p>Unit 2: Matching Texts to Learning: <i>The Urban Jungle</i>, T27</p>

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<p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>Unit 2: Matching Texts to Learning: <i>Wildfires</i>, T236 Unit 5: Interact with Sources: Explore the Media, Volcanic Activity, T86-T87 Listening Comprehension: Informational Text, "Mount Vesuvius," T88-T89 <i>Volcanoes</i>, T96-T109 Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319 Inquire: Introduce the Project, Danger Ahead!, Research Articles, "Living Near a Volcano," T362-T363</p>
Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Matching Texts to Learning: <i>Texas: A Living Land</i>, T95 Matching Texts to Learning: <i>Geographic Regions</i>, T161 Interact with sources: Explore the Infographic, Cool Homes Around the World, T218-T219 Unit 2: From <i>Minn of the Mississippi</i>, T176-T187 Matching Texts to Learning: <i>Evergreen Valley</i>, T172, T236 Matching Texts to Learning: <i>Rain Forest Retreat!</i>, T173 Matching Texts to Learning: <i>Exploring Ecosystems</i>, T237 From <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T240-T253 Interact with Sources: Explore the Infographic, Many Ways to Be One of a Kind, T296-T297 Listening Comprehension: Informational Text, "Primates of Madagascar," T298-T299 <i>The Weird and Wonderful Echidna</i>, T306-T323</p>

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(Continued)	(Continued) Unit 5: Interact with Sources: Explore the Media, Volcanic Activity, T86-T87 Matching Texts to Learning: <i>Patterns in Nature</i> , T92 Matching Texts to Learning: <i>Exploring Our World</i> , T93, T233 <i>Volcanoes</i> , T96-T109 Interact with Sources: Explore the Primary Source, Preserving Biodiversity, T226-T227 Listening Comprehension: Informational Text, "Big Bend: Land of Contrasts," T228-T229 Matching Texts to Learning: <i>Earth's Natural Treasures</i> , T232 <i>The Himalayas</i> , T236-T249
D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	Unit 5: Matching Texts to Learning: <i>Exploring Our World</i> , T93 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319
D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.	Unit 2: Matching Texts to Learning: <i>Wildfires</i> , T236 Unit 5: Interact with Sources: Explore the Infographic, The Trouble with Ocean Trash, T292-T293 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319 Inquire: Introduce the Project, Danger Ahead!, T362-T363 Inquire: Introduce the Project, Critical Literacy, Build Background, "Warning, Warning," T363

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<p>HISTORY</p>	
<p>Change, Continuity, and Context</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>	<p>Unit 1: <i>Rare Treasure</i>, T96-T111 Spotlight on Genre: Biography, Chronological Order, T290-T291 <i>Barbed Wire Baseball</i>, T296-T321 Close Read: Analyze Text Structure, T298, T303, T307, T308, T315, T318 Possible Teaching Point: Read Like a Writer/Author’s Craft, Text Structure, T314, T321 Minilesson: Analyze Text Structure, T326-T327 Strategy Group: Analyze Text Structure, T328 Intervention Activity: Analyze Text Structure, T328 Conferring: Analyze Text Structure, T329 Leveled Books: Analyze Text Structure, T329 Whole Group: Share, T329</p>
<p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>	<p>Unit 1: Minilesson: Magazine Article, Model and Practice, T158 Book Club: Life on the Frontier, Key Ideas, Compare the settler’s school to your own, T388 Unit 3: Close Read: Analyze Setting, T97 First Read: Connect, T251 First Read: Generate Questions, T314</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>	<p>Unit 1: <i>Reaching for the Moon</i>, T30-T45 First Read: Generate Questions, T35, T36, T40, T42, T43 <i>Rare Treasure</i>, T96-T111 First Read: Generate Questions, T101, Close Read: Generate Questions, T101, T102, T105, T106, T111 Minilesson: Generate Questions, T120-T121 Strategy Group: Generate Questions, T120 Intervention Activity: Generate Questions, T120 Conferring: Generate Questions, T121 Leveled Books: Generate Questions, T121 Whole Group: Share, T121 Unit 4: Matching Texts to Learning: <i>Leaders of Change</i>, T304 Matching Texts to Learning: <i>Great American Speeches</i>, T305</p>
<p>Perspectives</p>	
<p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p>	<p>For supporting content please see: Unit 1: <i>Rare Treasure</i>, T96-T111 <i>Barbed Wire Baseball</i>, T296-T321 Unit 3: "The Circuit," T242-T255</p>

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<p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p>	<p>Unit 1: Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 5: Close Read: Compare and Contrast Accounts, T306 Close Read: Compare and Contrast Accounts, T309 Close Read: Compare and Contrast Accounts, T311 Close Read: Compare and Contrast Accounts, T312 Close Read: Compare and Contrast Accounts, T314 Close Read: Compare and Contrast Accounts, T319 Compare and Contrast Accounts, T324-T325 Strategy Group: Compare and Contrast Accounts, T326-T327 Refine Research: Primary and Secondary Sources, T370-T371</p>
<p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p>	<p>Unit 1: <i>Reaching for the Moon</i>, T30-T45 Respond and Analyze: Check for Understanding, T47 Listening Comprehension: Biography, T90-T91, T288-T289 Spotlight on Genre: Biography, T92-T93, T290-T291 <i>Rare Treasure</i>, T96-T111 Respond and Analyze: Check for Understanding, T113, T323 My View, T125 <i>Barbed Wire Baseball</i>, T296-T321</p>

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Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	<p>Unit 1: <i>Barbed Wire Baseball</i>, T296-T321 Matching Texts to Learning: <i>Health and Home</i> (summarize), T293 Close Read: Summarize a Text, T301, T304, T312, T320 Minilesson: Summarize a Text, T330-T331 Strategy Group: Summarize a Text, T330 Intervention Activity: Summarize a Text, T330 Conferring: Summarize a Text, T331 Leveled Books: Summarize a Text, T331 Whole Group: Share, T331</p>
D2.His.10.3-5. Compare information provided by different historical sources about the past.	<p>Unit 1: Compare Across Texts: Networks, T362-T363 Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 5: Close Read: Compare and Contrast Accounts, T306 Close Read: Compare and Contrast Accounts, T309 Close Read: Compare and Contrast Accounts, T311 Close Read: Compare and Contrast Accounts, T312 Close Read: Compare and Contrast Accounts, T314 Close Read: Compare and Contrast Accounts, T319 Compare and Contrast Accounts, T324-T325 Strategy Group: Compare and Contrast Accounts, T326-T327 Refine Research: Primary and Secondary Sources, T370-T371</p>

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<p>D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.</p>	<p>Unit 1: <i>Reaching for the Moon</i>, T30-T45 Close Read: Explain Author’s Purpose, T32, T35, T36, T37, T38, T40, T42, T43, T44, T45 Minilesson: Explain Author’s Purpose, T50-T51 Strategy Group: Explain Author’s Purpose, T52 Intervention Activity: Explain Author’s Purpose, T52 Conferring: Explain Author’s Purpose, T53 Leveled Books: Explain Author’s Purpose, T53 Whole Group: Share, T53 Possible Teaching Point: Read Like a Writer Author’s Craft, Author’s Purpose, T307, T311, T320 Read Like a Writer: Analyze Author’s Purpose, T342-T343</p>
<p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<p>Unit 1: <i>Reaching for the Moon</i>, T30-T45 First Read: Generate Questions, T35, T36, T40, T42, T43 Matching Texts to Learning: <i>No Place Like Home</i>, T95 <i>Rare Treasure</i>, T96-T111 First Read: Generate Questions, T101, Close Read: Generate Questions, T101, T102, T105, T106, T111 Minilesson: Generate Questions, T120-T121 Strategy Group: Generate Questions, T120 Intervention Activity: Generate Questions, T120 Conferring: Generate Questions, T121 Leveled Books: Generate Questions, T121 Whole Group: Share, T121 <i>Barbed Wire Baseball</i>, T296-T321</p> <p>Unit 5: Inquire: Introduce the Project, Danger Ahead!, Research Articles, Generate Questions, T362-T363</p>

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<p>D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p>	<p>For supporting content please see:</p> <p>Unit 1: Brainstorm and Set a Purpose, T81 Introduce the Project, T364 Conduct Research: Field Research, T368 Customize It!, T376</p> <p>Unit 2: Conduct Research: Library Databases, T370-T371 Refine Research: Develop a Bibliography, T374 Extend Research: Incorporate Media, T376-T377</p> <p>Unit 3: Take Notes, T146 Conduct Research: Search Engines, T362-T363 Extend Research: Incorporate Media, T368-T369</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Conduct Research: Request Information, T374-T375 Extend Research: Create a Strong Media Message, T380-T381</p> <p>Unit 5: Inquire: Introduce the Project, T362 Conduct Research: Expert Assistance, T366 Extend Research: Online Archives, T372 Collaborate, T372 Bibliography, T376</p>

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Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.3-5. Explain probable causes and effects of events and developments.	<p>Unit 1: <i>Life at the Top</i>, T228-T243 First Read: Generate Questions, T234, T238</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Listening Comprehension: Informational Text, The Footprints Across Earth's Back, T294-T29 <i>Trashing Paradise</i>, T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319</p>
D2.His.16.3-5. Use evidence to develop a claim about the past.	<p>Unit 1: <i>Reaching for the Moon</i>, T30-T45 Close Read: Use Text Evidence, T33, T41 Respond and Analyze: Check for Understanding, T47 Minilesson: Use Text Evidence, T54-T55 Strategy Group: Use Text Evidence, T56 Intervention Activity: Use Text Evidence, T56 Conferring: Use Text Evidence, T57 Leveled Books: Use Text Evidence, T57 Whole Group: Share, T57 Minilesson: Write to Sources, T188 Minilesson: Write to Sources, T256</p> <p>Unit 2: Minilesson: Write to Sources, T136</p> <p>Unit 3: Minilesson: Write to Sources, T188</p> <p>Unit 5: Minilesson: Write to Sources, T122 Minilesson: Write to Sources, T196 Minilesson: Write to Sources, T262</p>

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<p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>	<p>Unit 1: <i>Barbed Wire Baseball</i>, T296-T321 Matching Texts to Learning: <i>Health and Home</i> (summarize), T293 Close Read: Summarize a Text, T301, T304, T312, T320 Minilesson: Summarize a Text, T330-T331 Strategy Group: Summarize a Text, T330 Intervention Activity: Summarize a Text, T330 Conferring: Summarize a Text, T331 Leveled Books: Summarize a Text, T331 Whole Group: Share, T331</p>
<p>Evaluating Sources & USING EVIDENCE</p>	
<p>DIMENSION 3, Gathering and Evaluating Sources</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>	<p>Unit 1: Brainstorm and Set a Purpose, T81 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361 Compare Across Texts: Networks, T362-T363 Introduce the Project, T364 Conduct Research: Field Research, T368 Customize It!, T376</p> <p>Unit 2: Conduct Research: Library Databases, T370-T371 Refine Research: Develop a Bibliography, T374 Extend Research: Incorporate Media, T376-T377</p> <p>Unit 3: Take Notes, T146 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355 Project-Based Inquiry: Integrate your Instruction, Social Studies, T355 Compare Across Texts: Diversity, T356-T357 Conduct Research: Search Engines, T362-T363 Extend Research: Incorporate Media, T368-T369</p>

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(Continued)	(Continued) Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Compare Across Texts: Impacts, T368-T369 Conduct Research: Request Information, T374-T375 Extend Research: Create a Strong Media Message, T380-T381 Unit 5: Inquire: Introduce the Project, T362 Conduct Research: Expert Assistance, T366 Extend Research: Online Archives, T372
D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	Unit 1: Explore and Plan: Argumentative Writing, A Matter of Opinion, T266-T267 ELL Targeted Support: Vocabulary, Fact and Opinion, T367 Unit 3: Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361 Differentiated Support: Intervention, Extend, T361 Student Interactive: Take a Stand, T365 Extend Research: Incorporate Media, T368 Unit 5: Minilesson: Argumentative Text, T156-T157 from <i>The Top Ten Ways You Can Reduce Waste</i> , T162-T183 Explore and Plan: Opinions and Claims, T364 Extend Research: Online Archives, Finding Facts in Online Archives, T372-T373

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Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361 Compare Across Texts: Networks, T362-T363</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355 Project-Based Inquiry: Integrate your Instruction, Social Studies, T355 Compare Across Texts: Diversity, T356-T357</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Compare Across Texts: Impacts, T368-T369</p>
D3.4.3-5. Use evidence to develop claims in response to compelling questions.	<p>Unit 1: Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287</p> <p>Unit 3: Introduce the Project: Let's All Play, T358-T359 Critical Literacy: Build Background, "Playing Together," T358 Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361 Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365</p> <p>Unit 5: <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183 Explore and Plan: Opinions and Claims, Critical Literacy, Identify Purpose, Claim, and Evidence, A Clear Claim Close-Up, T364-T365</p>

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Communicating Conclusions & Taking INFORMED ACTION	
DIMENSION 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.3-5. Construct arguments using claims and evidence from multiple sources.	<p>Unit 3: Minilesson: Write to Sources, T188</p> <p>Unit 4: Genre Immersion Lesson, T80 Independent Writing, T80 Minilesson: Understand Reasons and Information, T82 Plan Your Opinion Essay, T84 Minilesson: Develop a Topic and Opinion, T148 Minilesson: Develop Reasons, T149 Minilesson: Develop Supporting Details and Facts, T150 Minilesson: Write to Sources, T196 Minilesson: Compose the Introduction and Conclusion, T216 Independent Writing, T217 Minilesson: Prepare for Assessment, T363 Writing Assessment: Opinion Essay, T365</p>
D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<p>Unit 2: Write for a Reader: Use Print and Graphic Features, T72-T73 Write for a Reader: Use Print Text Features, T146-T147 ELL Targeted Support: Develop an Introduction, T155 Minilesson: Develop an Introduction, T156 Minilesson: Compose Captions for Visuals, T159 ELL Targeted Support: Group Paragraphs into Sections, T219 Minilesson: Compose a Headline, T220 Minilesson: Compose Body Paragraphs, T221 Minilesson: Compose with Multimedia, T224</p> <p>Unit 5: Write for a Reader: Use Text Features, T272-T273</p>

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<p>D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>Unit 1: Extend Research: Incorporate Media, T374-T375 Celebrate and Reflect: Celebrate!, T378</p> <p>Unit 2: Extend Research: Incorporate Media, T376-T377 Celebrate and Reflect: Celebrate!, T378</p> <p>Unit 3: Publish and Celebrate, T350 Extend Research: Incorporate Media, T368-T369</p> <p>Unit 4: Publish and Celebrate, T362 Celebrate and Reflect: Celebrate!, T384</p> <p>Unit 5: Listening Comprehension: Argumentative Text, "The New Downtown," T154-T155 Minilesson: Publish and Celebrate, T354 Celebrate and Reflect: Celebrate!, T377</p>
Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.4.3-5. Critique arguments.</p>	<p>Unit 4: Minilesson: Plan Your Opinion Essay, T84 Use Technology to Collaborate, T220 ELL Targeted Support: Edit for Complete Sentences, T287 Rearrange Ideas for Coherence and Clarify, T288 Combine Ideas for Coherence and Clarity, T289 Minilesson: Peer Edit, T290 Minilesson: Edit for Complete Sentences, T291 Minilesson: Prepare for Assessment, T363 Revise and Edit, T382</p> <p>Unit 5: Minilesson: Revise for Structure, T283 Minilesson: Revise for Word Choice, T284 Revise and Edit, T374</p>

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D4.5.3-5. Critique explanations.	Unit 2: Minilesson: Plan Your Travel Article, T86 Develop Relevant Details, T157 Develop Different Types of Details, T158 Minilesson: Edit for Capitalization, T288 Minilesson: Prepare for Assessment, T359 Revise and Edit, T378
Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, T286-T287 Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 Listening Comprehension: Argumentative Text, "The New Downtown," T154-T155 <i>The Top 10 Ways You Can Reduce Waste</i> , T162-T183 Reflect and Share: Write to Sources, T196-T197 My View, T197 Listening Comprehension: Informational Text, The Footprints Across Earth's Back, T294-T29 <i>Trashing Paradise</i> , T302-T317 "Bye Bye Plastic Bags on Bali," T318-T319 Inquire: Introduce the Project, Critical Literacy, Build Background, "Warning, Warning," T363

**A Correlation of myView Literacy, Grade 4, ©2020
to the C3 Framework for Social Studies State Standards**

C3 Framework For Social Studies State Standards	myView Literacy Grade 4, ©2020
<p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>Unit 1: Interact with Sources: Explore the Primary source, Taking Care of Our Land, Turn and Talk, T286-T287</p> <p>Unit 5: Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23 Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183 Reflect and Share: Write to Sources, T196-T197 My View, T197 Listening Comprehension: Informational Text, The Footprints Across Earth’s Back, T294-T29 <i>Trashing Paradise</i>, T302-T317 “Bye Bye Plastic Bags on Bali,” T318-T319</p>
<p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>Unit 5: Inquire: Introduce the Project, Danger Ahead!, Collaborate, T362-T363 Explore and Plan: Opinions and Claims, Collaborate, T364-T365 Conduct Research: Expert Assistance, T366-T367 Collaborate and Discuss: Analyze Student Model, T368-T369 Refine Research: Primary and Secondary Sources, Collaborate, T370-T371 Extend Research: Online Archives, Collaborate, T372-T373</p>