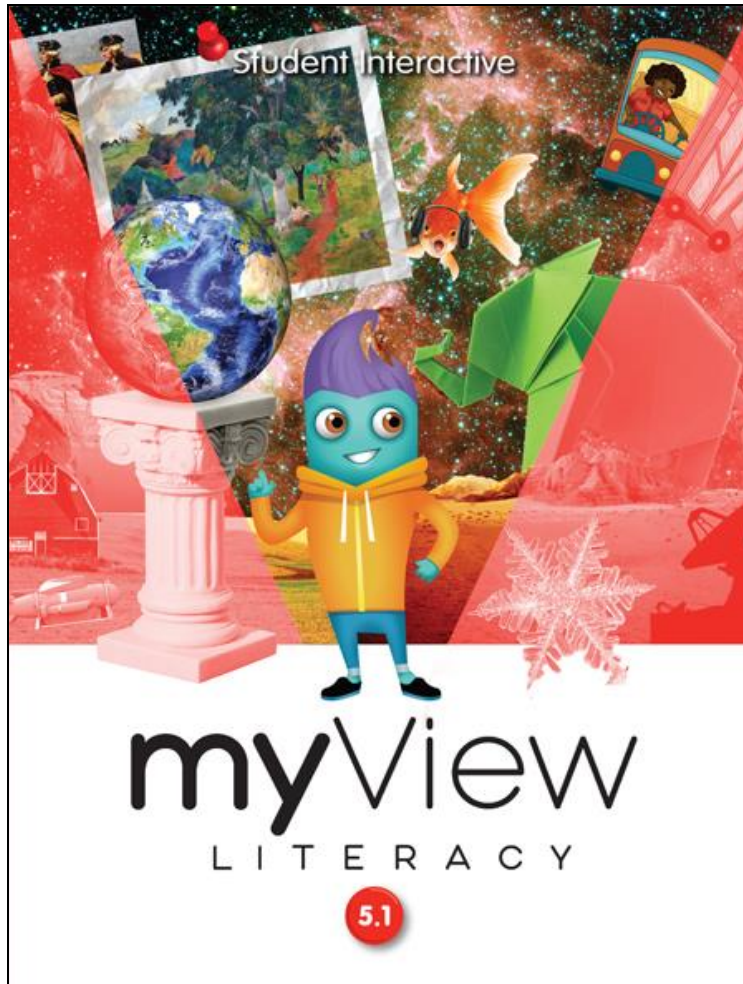


A Correlation of



Grade 5, ©2020

To the

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

A Correlation of myView Literacy, Grade 5, ©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 5, ©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: Journeys: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T84-T85, T226-T227 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T154-T155 Interact with Sources: Explore the Slideshow, Essential Question, Weekly Question, T288-T289</p> <p>Unit 2: Observations: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T90-T91 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T160-T161 Interact with Sources: Explore the Primary Sources, Essential Question, Weekly Question, T230-T231 Interact with Sources: Explore the Video, Essential Question, Weekly Question, T296-T297</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 5, ©2020
(Continued)	(Continued) Unit 3: Reflections: Essential Question, T12 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T88-T89 Interact with Sources: Explore the Images, Essential Question, Weekly Question, T154-T155 Interact with Sources: Explore the Riddles, Essential Question, Weekly Question, T226-T227 Interact with Sources: Explore Media, Essential Question, Weekly Question, T286-T287 Unit 4: Liberty: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T86-T87 Interact with Sources: Explore the Word Puzzle, Essential Question, Weekly Question, T156-T157 Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T224-T225 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T294-T295 Unit 5: Systems: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T94-T95 Interact with Sources: Explore the Video, Essential Question, Weekly Question, T162-T163 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T232-T233

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C3 Framework For Social Studies State Standards	myView Literacy Grade 5, ©2020
<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, T353 Project-Based Inquiry: Integrate your Instruction, Social Studies, T353 Compare Across Texts: Journeys, T344-T355</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Project-Based Inquiry: Integrate your Instruction, Social Studies, T349 Compare Across Texts, Reflections, T350-T351</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: Liberty, T368-T369</p>
Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<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, T353 Project-Based Inquiry: Integrate your Instruction, Social Studies, T353 Compare Across Texts: Journeys, T344-T355</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Project-Based Inquiry: Integrate your Instruction, Social Studies, T349 Compare Across Texts, Reflections, T350-T351</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: Liberty, T368-T369</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 5, ©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 Infographic, Weekly Question, T20-T21, T84-T85, T226-T227 Introduce the Text, T30-T41, T94-T111, T164-T183, T236-T245, T298-T313 Interact with Sources: Explore the Map, Weekly Question, T154-T155 Interact with Sources: Explore the Slideshow, Weekly Question, T288-T289</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21 Introduce the Text, T30-T47, T100-T117, T170-T187, T240-T253, T306-T321 Interact with Sources: Explore the Map, Weekly Question, T90-T91 Interact with Sources: Explore the Poem, Weekly Question, T160-T161 Interact with Sources: Explore the Primary Sources, Weekly Question, T230-T231 Interact with Sources: Explore the Video, Weekly Question, T296-T297</p> <p>Unit 3: Interact with Sources: Explore the Poem, Weekly Question, T20-T21 Introduce the Text, T30-T45, T98-T111, T165-T183, T236-T243, T296-T309 Interact with Sources: Explore the Infographic, Weekly Question, T88-T89 Interact with Sources: Explore the Images, Weekly Question, T154-T155 Interact with Sources: Explore the Riddles, Weekly Question, T226-T227 Interact with Sources: Explore Media, Weekly Question, T286-T287</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 5, ©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: Conduct Research: Web Sites, T360-T361 Extend Research: Write a Business Letter, T366 Student Interactive: Plan Your Research, T359 Conduct Research: Web Sites, T360</p> <p>Unit 2: Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Extend Research: Add Photographs and Timelines, T362-T363</p> <p>Unit 4: Introduce the Project, T370 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Online Survey Tools, T380-T381</p> <p>Unit 5: Conduct Research: Graphics, T364-T365 Refine Research: Bibliography, T368-T369</p>

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DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>Unit 2: Interact with Sources, Explore the Primary Sources, In the Words of Theodore Roosevelt, T230-T231</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99 Cross-Curricular Perspectives: Social Studies, James Madison, T171 Cross-Curricular Perspectives: Social Studies, Mayor, T178 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>
<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 Cross-Curricular Perspectives: Social Studies, Segregation, T239 Cross-Curricular Perspectives: Social Studies, Savannah Protests, T246 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>

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<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>	<p>Unit 4: Interact with Sources: Explore the Word Puzzle, Our Constitution, T156-T157 <i>The Bill of Rights</i>, T166-T181 Cross-Curricular Perspectives: Social Studies, T168 Cross-Curricular Perspectives: Social Studies, James Madison, T171 Cross-Curricular Perspectives: Social Studies, 13th Amendment, T237 Cross-Curricular Perspectives: Social Studies, Thirteenth, Fourteenth, Fifteenth Amendments, T241</p>
<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p>Unit 4: Interact with Sources: Explore the Word Puzzle, Our Constitution, T156-T157 <i>The Bill of Rights</i>, T166-T181 Cross-Curricular Perspectives: Social Studies, T168 Cross-Curricular Perspectives: Social Studies, 13th Amendment, T237 Cross-Curricular Perspectives: Social Studies, Thirteenth, Fourteenth, Fifteenth Amendments, T241 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</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>Unit 4: Interact with Sources: Explore the Word Puzzle, Our Constitution, T156-T157 <i>The Bill of Rights</i>, T166-T181 Cross-Curricular Perspectives: Social Studies, T168</p>

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<p style="text-align: center;">C3 Framework For Social Studies State Standards</p>	<p style="text-align: center;">myView Literacy Grade 5, ©2020</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 3: Matching Texts to Learning, <i>Women’s Rights</i>, T233</p> <p>Unit 4: Watch the Unit Video: “Our Right to Freedom,” T12 Interact with Sources: Explore the Infographic, The Underground Railroad, T20-T21 Listening Comprehension: Historical Fiction, The North Star (Underground Railroad), T22-T23 Matching Texts to Learning, <i>Pathways to Freedom</i>, T26 <i>Keeping Mr. John Holton Alive</i>, T30-T43 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181 Matching Texts to Learning, <i>Power of the People</i> (Martin Luther King, Jr.), T93 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 <i>Delivering Justice</i>, T233-T251 Cross-Curricular Perspectives: Social Studies, NAACP, T241 Cross-Curricular Perspectives: Social Studies, Savannah Protests, T246 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>
<p>Participation and Deliberation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.</p>	<p>Unit 1: Book Club, T372-T385</p> <p>Unit 2: Book Club, T380-T394</p> <p>Unit 3: Book Club, T368-T381</p> <p>Unit 4: Book Club, T386-T399</p> <p>Unit 5: Book Club, T376-T389</p>

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<p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p>	<p>Unit 2: Intervention Activity: Explain Author’s Purpose, “Consider the Source,” T54, T58</p> <p>Unit 4: Introduce the Unit: Liberty, Essential Question, What does it mean to you?, T12 Watch the Unit Video: “Our Right to Freedom,” Turn, Talk, and Share, T12 Interact with Sources: Explore the Word Puzzle, Our Constitution, T156-T157 Listening Comprehension: Informational Text, Freedom of Speech at School, T158-T159 Matching Texts to Learning, <i>Freedom and Technology</i>, T163 <i>The Bill of Rights</i>, T166-T181 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Cross-Curricular Perspectives: Social Studies, T168 Intervention Activity: Explain Author’s Purpose, “Consider the Source,” T334 Cross-Curricular Perspectives: Social Studies, Critical Literacy: Build Background, “Experiencing Freedom,” T370 Student Interactive: What It Means to Be Free, T371</p>
<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, T356 Book Club, T372-T385</p> <p>Unit 2: Inquire: Introduce the Project, Collaborate, T364 Book Club, T380-T394</p> <p>Unit 3: Inquire: Introduce the Project, Collaborate, T352 Book Club, T368-T381</p>

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D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	Unit 1: Minilesson: Understand Point of View, T188-T189 Unit 2: Refine Research: Primary and Secondary Sources, T372-T373 Unit 3: Organize an Opinion: Genre Immersion Lesson, T78 Minilesson: Develop an Opinion, T144 Unit 4: Introduce the Unit: Liberty, Essential Question, What does it mean to you?, T12 Watch the Unit Video: "Our Right to Freedom," Turn, Talk, and Share, T12 Listening Comprehension: Informational Text, Freedom of Speech at School, T158-T159 Matching Texts to Learning, <i>Freedom and Technology</i> , T163 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Cross-Curricular Perspectives: Social Studies, Critical Literacy: Build Background, "Experiencing Freedom," T370 Student Interactive: What It Means to Be Free, T371 Refine Research: Primary and Secondary Sources, T378-T379 Unit 5: Compare and Contrast Accounts, T246, T254-T255, T256 First Read: Respond, T317

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C3 Framework For Social Studies State Standards	myView Literacy Grade 5, ©2020
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p>	<p>Unit 1: Inquire: Introduce the Project, Collaborate, T356 Book Club, T372-T385</p> <p>Unit 2: Inquire: Introduce the Project, Collaborate, T364 Book Club, T380-T394</p> <p>Unit 3: Select a Genre: Audience, Class Vote, T221 Inquire: Introduce the Project, Collaborate, T352 Book Club, T368-T381</p> <p>Unit 4: Inquire: Introduce the Project, Collaborate, T370 Book Club, T386-T399</p> <p>Unit 5: Book Club, T376-T389 Inquire: Introduce the Project, Collaborate, T360</p>
<p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p>	<p>Unit 3: ELL Targeted Support: Collaborating, T355</p> <p>Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Matching Texts to Learning: <i>Power of the People</i>, T231 <i>Delivering Justice</i>, T233-T251 Cross-Curricular Perspectives: Social Studies, 13th Amendment, T237 Cross-Curricular Perspectives: Social Studies, Segregation/Jim Crow Laws, T239 Cross-Curricular Perspectives: Social Studies, Thirteenth, Fourteenth, Fifteenth Amendments, T241 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>

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<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p>	<p>Unit 4: <i>The Bill of Rights</i>, T166-T181 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Cross-Curricular Perspectives: Social Studies, 13th Amendment, T237 Cross-Curricular Perspectives: Social Studies, Thirteenth, Fourteenth, Fifteenth Amendments, T241 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>
<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>	<p>Unit 4: <i>The Bill of Rights</i>, T166-T181 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 Matching Texts to Learning: <i>Power of the People</i>, T231 Cross-Curricular Perspectives: Social Studies, 13th Amendment, T237 Cross-Curricular Perspectives: Social Studies, Segregation/Jim Crow Laws, T239 Cross-Curricular Perspectives: Social Studies, Thirteenth, Fourteenth, Fifteenth Amendments, T241 Cross-Curricular Perspectives: Social Studies, Savannah Protests, T246 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p>

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ECONOMICS	
Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	Unit 2: Listening Comprehension: Argumentative Text, "You Are What You Eat," T298-T299 Wrap-Up: GMOs, T299
D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	Unit 2: Listening Comprehension: Argumentative Text, "You Are What You Eat," T298-T299 Wrap-Up: GMOs, T299
Exchange and Markets	
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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.	Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303 Unit 2: Listening Comprehension: Informational Text, "The Problem with Palm Oil," T234-T235 Unit 4: Cross-Curricular Perspectives: Social Studies, Ore City, T310 Teacher/Physician, T314 Unit 5: "Prized Minerals," T34-T35 <i>People Should Manage Nature</i> , T302-T317
D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.	Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303
D2.Eco.5.3-5. Explain the role of money in making exchange easier.	Unit 1: Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T48 Unit 4: <i>Ezekiel Johnson Goes West</i> , T304-T327 First Read: Generate Questions (money), T324

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D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303
D2.Eco.7.3-5. Explain how profits influence sellers in markets.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303
D2.Eco.8.3-5. Identify examples of external benefits and costs.	Unit 5: Listening Comprehension: Argumentative Text, Deforestation Must Be Controlled," T295 Wrap-Up: Effects of Deforestation, T295
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.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Cross-Curricular Perspectives: Social Studies, Detroit Manufacturing Center/Henry Ford, T303 Cross-Curricular Perspectives: Social Studies, Merchant Marines, T310 Unit 4: <i>Ezekiel Johnson Goes West</i> , T304-T327 Unit 5: Intervention Activity: Identify Main Idea and Details, The Life of Milton Hershey, T58

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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: Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 <i>Pedro's Journal</i> : T163-T184 Cross-Curricular Perspectives: Social Studies, Christopher Columbus, T169 Unit 4: <i>Ezekiel Johnson Goes West</i> , T304-T327
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: Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 <i>Pedro's Journal</i> , T164-T183 Cross-Curricular Perspectives: Social Studies, Christopher Columbus, T169
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Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	Unit 1: ELL Targeted Support: Domain-Specific Words, Advanced/Advanced High, T244 ELL Targeted Support: High-Frequency Words, Beginning/Intermediate, T308, T311 Unit 2: ELL Targeted Support: Graphic Features, Advanced, T70 Unit 5: ELL Access, ...draw a map..., T194

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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 Map, The Age of Exploration, T154-T155 Maps, T155, T97, T160 Cross-Curricular Perspectives: Social Studies, Location, T240 Student Interactive: Hit the Road! (includes map), T357</p> <p>Unit 2: Interact with Sources: Explore the Map, Protecting Habitats, T90-T91</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, California/Illinois, T32 Cross-Curricular Perspectives: Social Studies, Mexico/Chicago (scale), T36 Cross-Curricular Perspectives: Social Studies, Costa Rica/Chicago (scale), T40</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99 Cross-Curricular Perspectives: Social Studies, Battle of Brandywine, T107 Cross-Curricular Perspectives: Social Studies, Battle of Monmouth, T112</p> <p>Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Map: Barrier Islands, T313</p>

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<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p>	<p>Unit 1: Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 Maps, T97, T155, T160 Cross-Curricular Perspectives: Social Studies, Location, T240</p> <p>Unit 2: Interact with Sources: Explore the Map, Protecting Habitats, T90-T91</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, California/Illinois, T32 Cross-Curricular Perspectives: Social Studies, Mexico/Chicago (scale), T36 Cross-Curricular Perspectives: Social Studies, Costa Rica/Chicago (scale), T40</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, George Washington, T99 Cross-Curricular Perspectives: Social Studies, Battle of Brandywine, T107 Cross-Curricular Perspectives: Social Studies, Battle of Monmouth, T112</p> <p>Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Map: Barrier Islands, T313</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>Westward Exploration</i>, T91</p> <p>Unit 2: Listening Comprehension: Informational Text, <i>The Manatees’ Future Is Looking Brighter</i>, T92-T93 Minilesson: Informational Text, T94-T95 Matching Texts to Learning, <i>An Eye on Ecosystems</i>, T96 Cross-Curricular Perspectives: Science, <i>Fresh Water/Pollution</i>, T102 Interact with Sources, <i>Explore the Primary Sources, In the Words of Theodore Roosevelt</i>, T230-T231 Interact with Sources: <i>Explore the Video, Saving Natural Habitats</i>, T296-T297</p> <p>Unit 5: Watch the Unit Video, <i>“The Changing Earth,”</i> T12 Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: <i>Explore the Diagram, Waste Is a Problem</i>, T232-T233 Matching Texts to Learning: <i>Protecting Our Planet</i>, T239 <i>“Let’s Talk Trash” and It’s Time to Get Serious About Reducing Food Waste, Feds Say,</i> T242-T249 Interact with Sources: <i>Explore the Map, How People Influence Natural Systems</i>, T292-T293 Listening Comprehension: <i>Argumentative Text, Deforestation Must Be Controlled</i>, T294-T295 <i>People Should Manage Nature</i>, T302-T317</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 2: Listening Comprehension: Informational Text, The Manatees’ Future Is Looking Brighter, T92-T93 Minilesson: Informational Text, T94-T95 Matching Texts to Learning, <i>An Eye on Ecosystems</i>, T96 Cross-Curricular Perspectives: Science, Fresh Water/Pollution, T102 Interact with Sources: Explore the Video, Saving Natural Habitats, T296-T297</p> <p>Unit 5: Watch the Unit Video, “The Changing Earth,” T12 Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Diagram, Waste Is a Problem, T232-T233 Matching Texts to Learning: <i>Protecting Our Planet</i>, T239 “Let’s Talk Trash” and It’s Time to Get Serious About Reducing Food Waste, <i>Feds Say</i>,” T242-T249 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Listening Comprehension: Argumentative Text, Deforestation Must Be Controlled, T294-T295 <i>People Should Manage Nature</i>, T302-T317</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: Matching Texts to Learning, <i>Westward Exploration</i>, T91</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Pennsylvania/Philadelphia, T98</p> <p>Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 “Barrier Islands: People and Nature,” T313-T317</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>Westward Exploration</i>, T91 Matching Texts to Learning: <i>Journey to the New World</i>, T161 Book Club: Week 2, "Daniel Boone Builds the Wilderness Road," T378-T379 Book Club: Week 3, "Dame Shirley Goes to the Gold Rush," T380-T381 Book Club: Week 3, "West on the Santa Fe Trail," T380-T381 Book Club: Week 3, "To the Pacific with Lewis and Clark," T380-T381 Book Club: Week 4, "A Cowboy's Journey," T382-T383 Book Club: Week 5, "Louis Armstrong Heads North," T384-T385</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, from "I Will Go West!", T294-T295 <i>Ezekiel Johnson Goes West</i>, T304-T327 Cross-Curricular Perspectives: Social Studies, Ore City, T310 Cross-Curricular Perspectives: Social Studies, Lamar Settlement, T318 Cross-Curricular Perspectives: Social Studies, Wagon Trains, T320 Cross-Curricular Perspectives: Social Studies, Lamar, Colorado, T327</p>

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<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>Westward Exploration</i>, T91 Book Club: Week 2, "Daniel Boone Builds the Wilderness Road," T378-T379 Book Club: Week 3, "Dame Shirley Goes to the Gold Rush," T380-T381 Book Club: Week 3, "West on the Santa Fe Trail," T380-T381 Book Club: Week 4, "A Cowboy's Journey," T382-T383</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Pennsylvania/Philadelphia, T98</p> <p>Unit 5: Matching Texts to Learning: <i>Saving the Great Lakes</i>, T101 Interact with Sources: Explore the Primary Source, from "I Will Go West!", T294-T295 <i>Ezekiel Johnson Goes West</i>, T304-T327 Cross-Curricular Perspectives: Social Studies, Ore City, T310 "Barrier Islands: People and Nature," T313-T317 Cross-Curricular Perspectives: Social Studies, Lamar Settlement, T318 Cross-Curricular Perspectives: Social Studies, Lamar, Colorado, T327</p>
<p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>Unit 3: Matching Texts to Learning, <i>Social Media</i>, T27</p> <p>Unit 4: Matching Texts to Learning, <i>Freedom and Technology</i>, T163</p> <p>Unit 5: Listening Comprehension: Historical Fiction, "The Big One," T164-T165 Matching Texts to Learning, <i>Flood</i>, T168 Matching Texts to Learning, <i>Earth's Fury</i>, T169 Write to Sources: Student Interactive, T203</p>

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Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	<p>Unit 5: Interact with Sources: Explore the Infographic, Who Are Geologists?, T20-T21 Listening Comprehension: Informational Text, "Geologists at Work" T22-T23 Matching Texts to Learning, <i>The Changing Earth</i>, T26, T100 Matching Texts to Learning, <i>Earth's Changing Landscape</i>, T27, T100 Intervention Activity: Reading Informational Text, "The Nile and Ancient Egypt," T28 From <i>Rocks and Fossils</i>, T30-T51 Interact with Sources: Explore the Poem, The Water Cycle, T94-T95 Matching Texts to Learning, <i>Tropical Rain Forests</i>, T100 Matching Texts to Learning, <i>Ocean Forces</i>, T101, T238 <i>Earth's Water Cycle</i>, T104-T119 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Listening Comprehension: Argumentative Text, "Deforestation Must Be Controlled," T294-T295 <i>People Should Manage Nature</i>, T302-T317</p>
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.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 Interact with Sources: Explore the Map, The Age of Exploration, T154-T155 Matching Texts to Learning: <i>Legendary European Explorers</i>, T160 <i>Pedro's Journal</i>: T163-T184 Cross-Curricular Perspectives: Social Studies, Marco Polo, T167 Cross-Curricular Perspectives: Social Studies, Christopher Columbus, T169 Cross-Curricular Perspectives: Social Studies, Taino People, T179</p> <p>Unit 4: <i>Ezekiel Johnson Goes West</i>, T304-T327</p>

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<p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>	<p>Unit 5: Matching Texts to Learning, Earth: <i>The Ripple Effect</i>, T26, T168, T238 Matching Texts to Learning, <i>Earth's Fury</i>, T27, T169 Interact with Sources: Explore the Video, How Volcanoes Work, T162-T163 Matching Texts to Learning, <i>Ocean Forces</i>, T238 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293</p>
<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: Interact with Sources Explore the time Line, Immigration and Expansion in the United States, T20-T21 Matching Texts to Learning, <i>Journey to the New World</i>, T27 <i>"The Path to Paper Son"</i> and <i>"Louie Share Kim, Paper Son"</i>, T30-T41 Unit 4: Watch the Unit Video: "Liberty," T12 Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225</p>
<p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Cartography, T238 Listening Comprehension: Informational Text, Life in Black and White (Dorothea Lange), T290-T291 Minilesson: Spotlight on Genre, Informational Text, Model and Practice, T292 Unit 3: Watch the Unit Video: "Reflecting on Our Lives," T12 Interact with Sources: Explore the Images, Art: Then and Now, T154-T155</p>

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(Continued)	(Continued) Unit 4: Listening Comprehension: Informational Text, Freedom of Speech at School, Wrap-Up, T158-T159 Introduce the Text: Preview Vocabulary, Read, T166 <i>The Bill of Rights</i> , T166-T181
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	Unit 3: Matching Texts to Learning, <i>Women’s Rights</i> , T233 Unit 4: Listening Comprehension: Historical Fiction, The North Star (Underground Railroad), T22-T23 Matching Texts to Learning, <i>Pathways to Freedom</i> , T26 <i>Keeping Mr. John Holton Alive</i> , T30-T43 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181 Matching Texts to Learning, <i>Power of the People</i> (Martin Luther King, Jr.), T93 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 <i>Delivering Justice</i> , T233-T251 Close Read: Generate Questions, T236, T239, T240, T246, T249 Cross-Curricular Perspectives: Social Studies, NAACP, T241 Cross-Curricular Perspectives: Social Studies, President Kennedy, T251 Minilesson: Generate Questions, T261 Strategy Group: Generate Questions, T262 Intervention Activity: Generate Questions, T262 Conferring: Generate Questions, T263 Leveled Readers: Generate Questions, T263

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Perspectives	
<p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Chinese Laborers, T32 <i>Pedro's Journal</i>: T163-T184 Minilesson: Understand Point of View, T188-T189</p> <p>Unit 4: Matching Texts to Learning, <i>Power of the People</i> (Martin Luther King, Jr.), T93 Listening Comprehension: Informational Text, Freedom of Speech at School, T158-T159 Matching Texts to Learning, <i>Freedom and Technology</i>, T163 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T181 Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Cross-Curricular Perspectives: Social Studies, Guggenheim Museum/Frank Lloyd Wright, T302 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 <i>Delivering Justice</i>, T233-T251 Cross-Curricular Perspectives: Social Studies, NAACP, T241 Critical Literacy: Build Background, "Experiencing Freedom," T370 Student Interactive: What It Means to Be Free, T371</p> <p>Unit 5: Matching Texts to Learning, <i>How Do We Feed the World</i>, T239</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: ELL Access, T157 Cross-Curricular Perspectives: Social Studies, Marco Polo, T167 Cross-Curricular Perspectives: Social Studies, Christopher Columbus, T169 Cross-Curricular Perspectives: Social Studies, Native Caribbean People, T175 Cross-Curricular Perspectives: Social Studies, Taino People, T179 Cross-Curricular Perspectives: Social Studies, Place Names, T180 Interact with Sources, Explore the Slideshow, A Painted Journey, T288-T289</p> <p>Unit 3: Interact with Sources: Explore the Images, Art: Then and Now, T154-T155 Painting: <i>Spirit of '76</i> by Archibald M. Williard, T168 Cross-Curricular Perspectives: Social Studies, Whitman/Lincoln, T181</p> <p>Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 ELL Access, T297</p>
<p>D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.</p>	<p>Unit 1: <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41</p> <p>Unit 4: Listening Comprehension: Biography, “Mahalia Jackson,” T226-T227 Minilesson: Biography, T228-T229 Strategy Group: Identify Biography T232 Intervention Activity: Explain Relationships Between Ideas, “The Life of Mary Cassatt,” T232, T258 Conferring: Identify Biography, T233 Leveled Readers: Identify Biography, T233 <i>Delivering Justice</i>, T233-T251 Possible Teaching Point: Read Like a Writer/Author’s Craft, Point of View, T236</p>

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<i>Begins in grades 9-12</i>	
<i>Begins in grades 9-12</i>	
Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p>	<p>Unit 1: <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 ELL Targeted Support: Summary, T40</p> <p>Unit 4: Matching Texts to Learning, <i>Power of the People</i>, Summarize T163 <i>The Bill of Rights</i>, T166-T181 Close Read: Summarize, T171, T172, T181 Minilesson: Summarize, T190-T191 Strategy Group: Summarize, T192 Intervention Activity: Summarize, T192 Conferring: Summarize, T193 Leveled Readers: Summarize, T193 Reflect and Share: Write to Sources, T264-T265 ELL Targeted Support: Summarizing, T264</p>
<p>D2.His.10.3-5. Compare information provided by different historical sources about the past.</p>	<p>Unit 2: Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T378-T379</p> <p>Unit 5: Compare and Contract Accounts, T238 Compare and Contract Accounts, T246 Compare and Contract Accounts, T254-T255 Strategy Group: Compare Texts, T264-T265</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>"The Path to Paper Son"</i> and <i>"Louie Share Kim, Paper Son"</i>, T30-T41 Possible Teaching Point: Read Like a Writer Author's Craft, Author's Purpose, T38 Student Interactive: Check for Understanding, Question 2, T43</p> <p>Unit 4: Intervention Activity: Explain Relationships Between Ideas, <i>"The Life of Mary Cassatt,"</i> T258 <i>Delivering Justice</i>, T233-T251 Possible Teaching Point: Read Like a Writer/Author's Craft, Author's Purpose, T249 Matching Texts to Learning, <i>The Cabin</i>, Explain Author's Purpose, T300 Matching Texts to Learning, <i>To Tell the Truth</i>, Make Inferences, T301 Close Read: Explain Author's Purpose, T306, T308, T309, T310, T312, T315, T316, T320, T322, T325, T327 Close Read: Make Inferences, T307, T311, T313, T314, T317, T318, T321, T323, T326 <i>Ezekiel Johnson Goes West</i>, T304-T327 Minilesson: Explain Author's Purpose, T332-T333 Strategy Group, Explain Author's Purpose, T332 Intervention Activity: Explain Author's Purpose, T334 Conferring: Explain Author's Purpose, T335 Leveled Readers: Explain Author's Purpose, T335 Minilesson: Make Inferences, T336-T337 Strategy Group, Make Inferences, T338 Intervention Activity: Make Inferences, T338 Conferring: Make Inferences T339 Leveled Readers: Make Inferences, T339</p>

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<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: Analyze Main Ideas and Details, T32, T35 Cross Curricular Perspectives: Social Studies, T300</p> <p>Unit 2: Explain Relationships Between Ideas, T258</p> <p>Unit 4: Explain Relationships Between Ideas, T230 <i>Delivering Justice</i>, T233-T251 Close Read: Generate Questions, T236, T239, T240, T246, T249 Close Read: Explain Relationships Between Ideas, T238, T244, T245, T248, T250 Minilesson: Explain Relationships Between Ideas, T256-T257 Strategy Group: Explain Relationships Between Ideas, T258 Intervention Activity: Explain Relationships Between Ideas, T258 Conferring: Explain Relationships Between Ideas, T259 Leveled Readers: Explain Relationships Between Ideas, T259</p> <p>Unit 5: Interact with Sources: Explore the Diagram, Waste Is a Problem, T232-T233</p>
<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: Conduct Research: Web Sites, T360-T361 Extend Research: Write a Business Letter, T366 Student Interactive: Plan Your Research, T359 Conduct Research: Web Sites, T360</p> <p>Unit 2: Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Extend Research: Add Photographs and Timelines, T362-T363</p>

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(Continued)	(Continued) Unit 4: Introduce the Project, T370 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Online Survey Tools, T380-T381 Unit 5: Conduct Research: Graphics, T364-T365 Refine Research: Bibliography, T368-T369
Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.3-5. Explain probable causes and effects of events and developments.	Unit 1: Book Club: Week 3, "Bringing the Big Guns to Boston," T380-T381 Unit 4: Interact with Sources, Explore the Map, The American Revolution, 1777-1778, T86-T87 <i>The Scarlet Stockings Spy</i> , T96-T113 Cross-Curricular Perspectives: Social Studies, George Washington, T99 Cross-Curricular Perspectives: Social Studies, Spy Signals/Revolutionary War, T102 Cross-Curricular Perspectives: Social Studies, Battle of Brandywine, T107 Cross-Curricular Perspectives: Social Studies, Battle of Monmouth, T112 Cross-Curricular Perspectives: Social Studies, Betsey Ross/U.S. Flag, T113 Matching Texts to Learning, <i>Road to Freedom</i> , T162 Cross-Curricular Perspectives: Social Studies, T168 Unit 5: <i>It's Time to Get Serious About Reducing Food Waste</i> , T246-T249 Listening Comprehension: Argumentative Text, Deforestation Must Be Controlled," T295 Wrap-Up: Effects of Deforestation, T295

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<i>Begins in grades 6–8</i>	
<p>D2.His.16.3-5. Use evidence to develop a claim about the past.</p>	<p>Unit 1: Wrap-Up: T-Chart, Identify Text Evidence, T23 Matching Texts to Learning: <i>Journey to the New World</i>, Use Text Evidence, T27 Close Read: Use Text Evidence, T33, T34, T38 Minilesson: Use Text Evidence, T50-T51 Strategy Group: Use Text Evidence, T52 Intervention Activity: Use Text Evidence, T52 Conferring: Use Text Evidence, T53 Leveled Readers: Use Text Evidence, T53</p> <p>Unit 2: Close Read: Evaluate Details, T33, T36 Whole Group, T55 Interact with Sources: Explore the Primary Sources, In the Words of Theodore Roosevelt, T230-T231</p> <p>Unit 5: Minilesson: Compare and Contrast Accounts, T254</p>
<p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>	<p>Unit 1: <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 ELL Targeted Support: Summary, T40</p> <p>Unit 4: Matching Texts to Learning, <i>Power of the People</i>, Summarize T163 <i>The Bill of Rights</i>, T166-T181 Close Read: Summarize, T171, T172, T181 Minilesson: Summarize, T190-T191 Strategy Group: Summarize, T192 Intervention Activity: Summarize, T192 Conferring: Summarize, T193 Leveled Readers: Summarize, T193 Reflect and Share: Write to Sources, T264-T265 ELL Targeted Support: Summarizing, T264</p>

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Evaluating Sources & USING EVIDENCE	
DIMENSION 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<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: Conduct Research: Web Sites, T360-T361 Extend Research: Write a Business Letter, T366 Student Interactive: Plan Your Research, T359 Conduct Research: Web Sites, T360</p> <p>Unit 2: Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Extend Research: Add Photographs and Timelines, T362-T363</p> <p>Unit 4: Introduce the Project, T370 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Online Survey Tools, T380-T381</p> <p>Unit 5: Conduct Research: Graphics, T364-T365 Refine Research: Bibliography, T368-T369</p>

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<p>D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>	<p>Unit 1: ELL Targeted Support: Monitor Oral Language Production, Facts and Opinion, T359</p> <p>Unit 2: Minilesson: Develop Author’s Purpose, T140-T141 Minilesson: Draft with Specific Facts and Concrete Details, T151 Minilesson: Argumentative Text, T300-T301 ELL Targeted Support: Retell, T300</p> <p>Unit 3: ELL Minilesson Support: Week 2: Develop Elements, T143 Minilesson: Develop Facts and Details, T146 Explore and Plan: Argumentative Writing, Critical Literacy, Challenge the Text, T354-T355</p> <p>Unit 4: Conduct Research: Surveys (Facts or Opinions), T374-T375</p>
<p align="center">Developing Claims and Using Evidence</p>	
<p align="center">INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T353 Project-Based Inquiry: Integrate your Instruction, Social Studies, T353 Compare Across Texts: Journeys, T344-T355</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T349 Project-Based Inquiry: Integrate your Instruction, Social Studies, T349 Compare Across Texts, Reflections, T350-T351</p> <p>Unit 4: Listening Comprehension: Informational Text, Freedom of Speech at School, Wrap-Up, T158-T159 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Project-Based Inquiry: Integrate your Instruction, Social Studies, T367 Compare Across Texts: Liberty, T368-T369</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade 5, ©2020</p>
<p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>	<p>Unit 1: <i>"The Path to Paper Son"</i> and <i>"Louie Share Kim, Paper Son"</i>, T30-T41 Close Read: Use Text Evidence, T33, T34, T38, T169, T170, T173, T177, T179, T181, T182, Respond and Analyze: Student Interactive, Check for Understanding, T43, T185 Minilesson: Use Text Evidence, T50-T51, T192-T193 Strategy Group: Use Text Evidence, T52, T194 Intervention Activity: Use Text Evidence, T52, T194 Conferring: Use Text Evidence, T53, T195 Leveled Readers: Use Text Evidence, T53, T195 <i>Pedro's Journal</i>: T163-T184 Write to Sources, T196-T197, T258-T259</p> <p>Unit 3: ELL Targeted Support: Collaborating, Identify the Claim, T355</p> <p>Unit 4: Listening Comprehension: Informational Text, Freedom of Speech at School, Wrap-Up, T158-T159</p>
<p align="center">Communicating Conclusions & Taking INFORMED ACTION</p>	
<p>DIMENSION 4, Communicating Conclusions</p>	
<p align="center">INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</p>	
<p>D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</p>	<p>Unit 1: Explore and Plan: Argumentative Writing, T358-T359 Collaborate and Discuss, T362-T363</p> <p>Unit 3: Minilesson: Plan Your Opinion Essay, T82 ELL Minilesson Support, T143 Minilesson: Develop Reasons, T145 Minilesson: Develop Facts and Details, T146 Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217 Revise and Edit, T364</p> <p>Unit 5: Minilesson: Write to Sources, T202 Explore and Plan: Argumentative Writing, T362-T363</p>

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<p>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>	<p>Unit 2: ELL Targeted Support: Draft with Specific Facts and Concrete Details, T149 ELL Targeted Support: Develop with Other Information and Examples, T149 Minilesson: Draft with Specific Facts and Concrete Details, T151 Minilesson: Develop with Definitions and Quotations, T152 Minilesson: Develop with Other Information and Examples, T153 Next Steps, T369</p>
<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: Celebrate and Reflect: Celebrate!, T370 Unit 2: Minilesson: Talk About It, T334 Celebrate and Reflect: Celebrate!, T378 Unit 3: Celebrate and Reflect: Celebrate!, T366 Unit 4: Customize It!, T384 Celebrate and Reflect: Celebrate!, T384 Unit 5: Reflect and Share: Talk About It!, T330-T331 Celebrate and Reflect: Celebrate!, T374</p>
Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.4.3-5. Critique arguments.</p>	<p>Unit 3: Plan Your Opinion Essay, T82 Minilesson: Revise by Rearranging Ideas for Clarity, T278 Independent Writing: Mentor Stack, T278 Revise by Combing Ideas for Clarity, T279 Minilesson: Participate in Peer Editing, T280 Minilesson: Incorporate Peer and Teacher Suggestions, T342 Differentiated Support: T365</p>

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(Continued)	(Continued) Unit 5: Minilesson: Argumentative Text, T296 Analyze Argumentative Texts, T298 Strategy Group: Analyze Argumentative Texts, T300-T301 Close Read: Analyze Argumentative Texts, T305, T306, T308, T310, T313, T315, T316 Minilesson: Analyze Argumentative Texts, T322-T323 Strategy Group: Analyze Argumentative Texts, T324 Intervention Activity: Analyze Argumentative Texts, T324 Conferring: Analyze Argumentative Texts, T325 Leveled Readers: Analyze Argumentative Texts, T325
D4.5.3-5. Critique explanations.	Unit 2: Minilesson: Plan Your Informational Article, T84 Minilesson: Develop Author’s Purpose, T140-T141 Draft with Specific Facts, Concrete Details, T151 Develop with Other Information and Examples, T153 Develop with Transitions, T222 Use Precise Language and Domain-Specific Vocabulary, T286 Edit for Capitalization, T355 Analyze Student Model, T370 Write for a Reader, T370 Revise and Edit, T376 Peer Review, T376 Differentiated Support: Intervention/Extend, T377

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Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, Immigration and Expansion in the United States, T20-T21 Listening Comprehension: Informational Text: Call Me Joe, T22-T23 <i>“The Path to Paper Son”</i> and <i>“Louie Share Kim, Paper Son”</i>, T30-T41 Cross-Curricular Perspectives: Social Studies, Chinese Exclusion Act, T32 Cross-Curricular Perspectives: Social Studies, Angel Island/Ellis Island (challenges), T35 Book Club: Week 5, “Leaving Vietnam,” T384-T385</p> <p>Unit 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 Cross-Curricular Perspectives: Social Studies, Segregation, T239 Cross-Curricular Perspectives: Social Studies, Savannah Protests, T246 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p> <p>Unit 5: Interact with Sources: Explore the Diagram, Waste Is a Problem, Turn and Talk, T232-T233 Matching Texts to Learning: <i>Protecting Our Planet</i>, T239 <i>“Let’s Talk Trash”</i> and <i>It’s Time to Get Serious About Reducing Food Waste, Feds Say,”</i> T242-T249 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Listening Comprehension: Argumentative Text, <i>“Deforestation Must Be Controlled,”</i> T294-T295 <i>People Should Manage Nature</i>, T302-T317</p>

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<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 4: Interact with Sources, Explore the Time Line, The Early Civil Rights Movement, T224-T225 Listening Comprehension: Biography, Mahalia Jackson, T226-T227 <i>Delivering Justice</i>, T233-T251 Cross-Curricular Perspectives: Social Studies, Segregation, T239 Cross-Curricular Perspectives: Social Studies, NAACP, T241 Cross-Curricular Perspectives: Social Studies, Savannah Protests, T246 Cross-Curricular Perspectives: Social Studies, President Kennedy/Civil Rights Act in 1963, T251</p> <p>Unit 5: Interact with Sources: Explore the Diagram, Waste Is a Problem, Turn and Talk, T232-T233 Matching Texts to Learning: <i>Protecting Our Planet</i>, T239 "Let's Talk Trash" and It's Time to Get Serious About Reducing Food Waste, Feds Say," T242-T249 Interact with Sources: Explore the Map, How People Influence Natural Systems, T292-T293 Listening Comprehension: Argumentative Text, "Deforestation Must Be Controlled," T294-T295 <i>People Should Manage Nature</i>, T302-T317</p>

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<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 4: Student Interactive: Quick Write, T157 Listening Comprehension: Informational Text, Freedom of Speech at School, T158-T159 Inquire: Introduce the Project, What It Means to Be Free, Collaborate, T370-T371 Explore and Plan: Informational Writing, Collaborate, T372-T373 Conduct Research: Surveys, Collaborate, T374-T375 Collaborate and Discuss: Collect Your Data, T376-T377 Refine Research: Primary and Secondary Sources, Collaborate, T378-T379 Extend Research: Online Survey Tools, Collaborate, T380-T381</p>