

## A Correlation of



**Grades K-5**

**To the  
Illinois Learning Standards for  
Social Science  
2016**

**SAVVAS**

# **A Correlation of myView Literacy, ©2020 to the Illinois Learning Standards for Social Science, K-5**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Illinois Learning Standards for Social Science, Grades K-5**. 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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Illinois Learning Standards for Social Science Kindergarten	myView Literacy Kindergarten
<b>Kindergarten</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.K-2.</b> Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20-T21 Student Interactive: <i>Neighbor to Neighbor</i>, pp. 12-13 Ask and Answer Question, T128-T129 Explore Ask and Answer Questions, T291 Apply Ask and Answer Questions, T292</p> <p><b>Unit 2:</b> Ask and Answer Questions, T128-T129</p> <p><b>Unit 3:</b> Ask and Answer Questions, T206-T207</p> <p><b>Unit 4:</b> Ask and Answer Questions, T338-T339 Conduct Research: Conduct an Interview, T392-T393</p> <p><b>Unit 5:</b> Ask and Answer Questions, T260-T261 Teacher-Led Options, Strategy Group: Ask and Answer Questions, T262</p>
<b>Determining Helpful Sources</b>	
<b>SS.IS.2.K-2.</b> Explore facts from various sources that can be used to answer the developed questions.	<p><b>Unit 1:</b> Conduct Research: Ask a Librarian, T390-391 Refine Research: Take Notes, T392</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Kindergarten</b></p>	<p align="center"><b>myView Literacy Kindergarten</b></p>
	<p>ELL Targeted Support: Taking Notes, T393</p> <p><b>Unit 2:</b> Conduct Research: Sources, T390-T391 Conduct Research: Customize It!, T390</p> <p><b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399 Refine Research: Take Notes, T400-T401</p> <p><b>Unit 4:</b> Conduct Research: Conduct an Interview, T392-T393 Refine Research: Take Notes, T394 ELL Targeted Support: Taking Notes, T395</p> <p><b>Unit 5:</b> Conduct Research: Look Online, T374-T375 Refine Research: Take Notes, T376 ELL Targeted Support: Taking Notes, T377</p>
<p><b>Evaluating Sources and Using Evidence</b></p>	
<p><b>Gathering and Evaluating Sources</b></p>	
<p><b>SS.IS.3.K-2.</b> Gather information from one or two sources with guidance and support from adults and/or peers.</p>	<p><b>Unit 1:</b> Conduct Research: Ask a Librarian, T390-391 Refine Research: Take Notes, T392 ELL Targeted Support: Taking Notes, T393</p> <p><b>Unit 2:</b> Conduct Research: Sources, T390-T391 Conduct Research: Customize It!, T390</p> <p><b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399 Refine Research: Take Notes, T400-T401</p> <p><b>Unit 4:</b> Conduct Research: Conduct an Interview, T392-T393 Refine Research: Take Notes, T394 ELL Targeted Support: Taking Notes, T395</p> <p><b>Unit 5:</b> Conduct Research: Look Online, T374-T375 Refine Research: Take Notes, T376</p>
<p><b>Developing Claims and Using Evidence</b></p>	
<p><b>SS.IS.4.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>	<p><b>Unit 1:</b> Explore and Plan: Introduce Persuasive Writing, T388-T389</p>

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Illinois Learning Standards for Social Science Kindergarten	myView Literacy Kindergarten
	Refine Research: Take Notes, T392-T393 Collaborate and Discuss: Tell Your Opinion, T394-T395 <b>Unit 2:</b> Writing Workshop Minilesson: Facts, 103 Writing Workshop Student Practice, 104
<b>Communicating Conclusions and Taking Informed Action</b>	
<b>Communicating Conclusions</b>	
<b>SS.IS.5.K-2.</b> Ask and answer questions about arguments and explanations.	<b>Unit 1:</b> Ask and Answer Question, T128-T129 Explore Ask and Answer Questions, T291 Apply Ask and Answer Questions, T292 <b>Unit 2:</b> Ask and Answer Questions, T128-T129 <b>Unit 3:</b> Ask and Answer Questions, T206-T207 <b>Unit 4:</b> Ask and Answer Questions, T338-T339 Conduct Research: Conduct an Interview, T392-T393 <b>Unit 5:</b> Ask and Answer Questions, T260-T261 Teacher-Led Options, Strategy Group: Ask and Answer Questions, T262
<b>Taking Informed Action</b>	
<b>SS.IS.6.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T254
<b>Civic Standards</b>	
<b>Civic and Political Institutions</b>	
<b>SS.CV.1.K.</b> Describe roles and responsibilities of people in authority.	<b>Unit 4:</b> Listening Comprehension: Read Aloud/Ben Franklin, T244-T245 Student Interactive: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , pp. 144-151

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	Introduce the Text, T252-T257 Respond and Analyze, T258-T259 Find Text Features, T264-T265 Create New Understandings, T268-T269
<b>Processes, Rules, and Laws</b>	
<p><b>SS.CV. 2.K.</b> Explain the need for and purposes of rules in various settings, inside and outside of the school.</p>	<p>For supporting content please see:</p> <p><b>Unit 1:</b>            Matching Texts to Learning, <i>Our School</i>, T178            Unit 5:            Student Interactive: <i>Tornado Action Plan</i>, T240-T243; <i>Blizzard Action Plan</i>, T246-T249            Also see:            See Grade 1, Unit 1, Matching Texts to Learning: <i>Follow the Rules</i>            Grade 1, Unit 1, Student Interactive: <i>Look Both Ways!</i></p>
<b>Geography Standards</b>	
<b>Human-Environment Interaction: Place, regions, and culture</b>	
<p><b>SS.G.1.K.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives.</p>	<p><b>Unit 5:</b>            Interact with Sources: Explore the Web Site, T20-T21            Matching Texts to Learning: <i>Seasons, What Do the Clouds Say Today?</i>, T36-T37</p>

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Illinois Learning Standards for Social Science Kindergarten	myView Literacy Kindergarten
	<p>Student Interactive: <i>Weather Around the World</i>, pp. 28-39</p> <p>Introduce the Text, T40- T45</p> <p>Respond and Analyze, T46-T47</p> <p>Reflect and Share: Write to Sources, T60-T61</p> <p>Matching Texts with Learning: <i>What Will I Wear Today?, The Wind, The Storm</i>, T168-T169</p> <p>Student Interactive: <i>Poetry Collection</i>, pp. 100-T114</p> <p>Introduce the Text, T172-T177</p> <p>Cross-Curricular Perspectives: Social Studies, T174, T177</p> <p>Respond and Analyze, T178-T179</p> <p>Reflect and Share: Write to Sources, T192-T193</p> <p>Interact with Sources: Explore the Infographic, T218-T219</p> <p>Student Interactive: <i>Be Prepared</i>, T122-123</p> <p>Matching Texts to Learning: <i>A Very Hot Day, Go Outside</i>, T234-T235</p> <p>Student Interactive: <i>Tornado Action Plan</i>, pp. 136-T156</p> <p>Introduce the Texts, T238-T243</p> <p>Student Interactive: <i>Blizzard Action Plan</i>, pp. 144-153</p> <p>Introduce the Texts, T244-T250</p> <p>Respond and Analyze, T250-T251</p> <p>Reflect and Share: Talk About It, T264-T265</p> <p>Student Interactive: <i>The Best Weather</i>, pp. 212-219</p> <p>Inquire: Introduce the Project, T370-T371</p> <p>Conduct Research: Look Online, T374-T375</p> <p>Refine Research: Take Notes, T376-T377</p>
<b>Human Population: Spatial patterns and movements</b>	
<b>SS.G.2.K.</b> Identify and explain how people and goods move from place to place.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.K.</b> Explain choices are made because of scarcity (i.e., because we cannot have everything that we want).	<p><b>Unit 2:</b></p> <p>Student Interactive: <i>Do We Need This?</i>, pp. 106-115</p> <p>Introduce the Text, T182-T187</p> <p>Cross-Curricular Perspectives: Science, T185</p>



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	Respond and Analyze, T188-T189
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<p><b>SS.H.1.K.</b> Compare life in the past to life today.</p> <p>(Continued)</p>	<p><b>Unit 4:</b>            Introduce the Unit: Then and Now, T12-T15            Interact with Sources: Explore the Infographic, T20-T21            Matching Texts to Learning: <i>In the Museum</i>, T38            Student Interactive: <i>Cars Are Always Changing</i>, pp. 30-45            Introduce the Text, T 42-T47            Cross-Curricular Perspectives: Social Studies, T46            Respond and Analyze, T48-T49            Reflect and Share: Talk About It, T64-T65            Interact with Sources: Explore the Infographic, T90-T91            Matching Texts to Learning, <i>A Long Time Ago</i>, T109            Student Interactive: <i>Uncovering the Past</i>, pp. 68-83            Introduce the Text, T112-T117            Cross-Curricular Perspectives: Social Studies, T114            Respond and Analyze, T118-T119            Reflect and Share: Write to Sources, T134-T135            Interact with Sources: Explore the Time Line, T160-T161            (Continued)            Interact with Sources: Explore the Infographic, T230-T231            Student Interactive: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, pp. 142-156            Introduce the Text, T252-T257            Respond and Analyze, T258-T259            Reflect and Share: Write to Sources, T274-T275            Student Interactive: <i>Looking Back</i>, pp. 212-219            Inquire: Introduce the Project, T388-T389            Conduct Research: Conduct an Interview, T392-T393            Refine Research: Take Notes, T394-T395            Celebrate and Reflect: Share, T398-T399</p>

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Illinois Learning Standards for Social Science Kindergarten	myView Literacy Kindergarten
<b>Perspectives</b>	
<b>SS.H.2.K.</b> Examine the significance of our national holidays and the heroism and achievements of the people associated with them.	For supporting content please see: <b>Unit 4:</b> Student Interactive: <i>Changing Laws, Changing Lives: Martin Luther King Jr.</i>

Illinois Learning Standards for Social Science Grade 1	myView Literacy Grade 1
<b>Grade 1</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.K-2.</b> Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	<b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20-T21 Student Interactive: <i>Neighbor to Neighbor</i> , pp. 12-13 Spotlight on Genre, Realistic Fiction: ELL Targeted Support/Confirm Understanding, T108 Conduct Research: Use Print Sources, T406 <b>Unit 2:</b> Conduct Research: Use Print and Digital Sources,

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 1</b></p>	<p align="center"><b>myView Literacy Grade 1</b></p>
	<p>T396 Collaborate and Discuss: Critical Literacy/Compare Viewpoints, T398 Collaborate and Discuss: Search Online/Collaborate, T398 <b>Unit 3:</b> Book Club: Book Support, T415 <b>Unit 4:</b> Teacher-Led Options: ELL Targeted Support, T264</p>
<p><b>Determining Helpful Sources</b></p>	
<p><b>SS.IS.2.K-2.</b> Explore facts from various sources that can be used to answer the developed questions.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20 Conduct Research: Use Print Sources, T406-T407 Collaborate and Discuss: Identify Relevant Sources, T408 Extend Research, T410-T411 <b>Unit 2:</b> Conduct Research: Use Print and Digital Sources, T396 Collaborate and Discuss: Search Online/Collaborate, T398 Extend Research, T400-T401  (Continued) <b>Unit 3:</b> Conduct Research: Use Audio and Visual Sources, T404 Extend Research, T408-T409 <b>Unit 4:</b> Conduct Research: Interview a Person, T412-T413 <b>Unit 5:</b> Conduct Research: Search Online, T404-T405 Collaborate and Discuss: Create a Fact Sheet, T406</p>
<p><b>Evaluating Sources and Using Evidence</b></p>	
<p><b>Gathering and Evaluating Sources</b></p>	
<p><b>SS.IS.3.K-2.</b> Gather information from one or two sources with guidance and support from adults and/or peers.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20 Conduct Research: Use Print Sources, T406-T407 Collaborate and Discuss: Identify Relevant Sources,</p>

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Illinois Learning Standards for Social Science Grade 1	myView Literacy Grade 1
	<p>T408 Extend Research, T410-T411</p> <p><b>Unit 2:</b> Conduct Research: Use Print and Digital Sources, T396 Collaborate and Discuss: Search Online/Collaborate, T398 Extend Research, T400-T401</p> <p><b>Unit 3:</b> Conduct Research: Use Audio and Visual Sources, T404 Extend Research, T408-T409</p> <p><b>Unit 4:</b> Conduct Research: Interview a Person, T412-T413</p> <p><b>Unit 5:</b> Conduct Research: Search Online, T404-T405 Collaborate and Discuss: Create a Fact Sheet, T406</p>
<b>Developing Claims and Using Evidence</b>	
<p><b>SS.IS.4.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>	<p><b>Unit 2:</b> Workshop Anchor Charts and Minilessons: Facts, 120 Writing Workshop Student Practice: Facts, 121 Collaborate and Discuss: Analyze Student Model, T398 Extend Research: Write for a Reader, T400-T401 Celebrate and Reflect: Reflect on the Unit, T403</p> <p><b>Unit 5:</b> Collaborate and Discuss: Analyze Student Model, T406</p>
<b>Communicating Conclusions and Taking Informed Action</b>	
<b>Communicating Conclusions</b>	
<p><b>SS.IS.5.K-2.</b> Ask and answer questions about arguments and explanations.</p>	<p><b>Unit 1:</b> Listening Comprehension: Read Aloud, T34 Close Read: Ask and Answer Questions, T121, T123 Ask and Answer Questions, T136-T137 Teacher-Led Options, Strategy Group/Intervention Activity: Ask and Answer Questions, T140 Teacher-Led Options, Conferring/Leveled Readers:</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 1</b></p>	<p align="center"><b>myView Literacy Grade 1</b></p>
<p>(Continued)</p>	<p>Ask and Answer Questions, T141            Reflect and Share: Talk About It, T288            Asking and Answering Questions, T308  <b>Unit 2:</b>            Listening Comprehension: Read Aloud, T178            Close Read: Ask and Answer Questions, T191            Ask and Answer Questions, T202-T203            Teacher-Led Options, Strategy Group/Intervention Activity: Ask and Answer Questions, T206            Teacher-Led Options, Conferring/Leveled Readers: Ask and Answer Questions, T207            Conduct Research: Use Print and Digital Sources, T396-T397  <b>Unit 3:</b>            Correct and Confirm Predictions, T62-T63            Reflect and Share: Talk About It, T147-T148              (Continued)  <b>Unit 4:</b>            Ask and Answer Questions, T66-T67            Ask and Answer Questions, T358-T359  <b>Unit 5:</b>            Plan Your How-to Book, T88            Reflect and Share: Write to Sources, T140-T141            Reflect and Share: Talk About It, T356-T357</p>
<p><b>Taking Informed Action</b></p>	
<p><b>SS.IS.6.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p><b>Unit 4:</b>            Introduce the Text, T340-T341            Student Interactive: <i>Eleanor Roosevelt</i>, pp.200-216            Respond and Analyze, T348-T349</p>
<p><b>Civic Standards</b></p>	
<p><b>Civic and Political Institutions</b></p>	
<p><b>SS.CV.1.1.</b> Explain how all people, not just official leaders, play important roles in a community.</p>	<p><b>Unit 4:</b>            Introduce the Text, T120-T121            Student Interactive: <i>Jackie Robinson</i>, pp.78-102            Respond and Analyze, T132-T133            Reflect and Share: Write to Sources, T148-T149            Matching Texts to Learning: <i>Good Neighbors</i>, T333            Introduce the Text, T340-T341            Student Interactive: <i>Eleanor Roosevelt</i>, pp.200-216            Respond and Analyze, T348-T349</p>

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	Reflect and Share: Write to Sources, T364-T365
<b>Processes, Rules, and Laws</b>	
<b>SS.CV.2.1.</b> Identify and explain how rules function in various settings, inside and outside of the school.	<b>Unit 1:</b> Interact with Sources: Explore the Diagram, T168-T169 Student Interactive: <i>Traffic Signals</i> , pp. 96-97 Matching Texts to Learning: <i>Follow the Rules</i> , T186 Introduce the Text, T190-T191 Student Interactive: <i>Look Both Ways</i> , pp. 110-124 Respond and Analyze, T196-T197 Reflect and Share: Talk About It, T212-T213
<b>Geography Standards</b>	
<b>Geographic Representations: Spatial Views of the World</b>	
<b>SS.G.1.1.</b> Construct and interpret maps and other representations to navigate a familiar place.	<b>Unit 1:</b> Introduce the Text, T336-T337 Student Interactive: <i>Making a Map</i> , pp. 188-202 Respond and Analyze, T342-T343 Find Graphics, T348-T349 Reflect and Share: Write to Sources, T358-T359 <b>Unit 3:</b> Decodable Reader: <i>Maps and Globes</i> , T143
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.1.</b> Explain and give examples of when choices are made that something else is given up.	<b>Unit 3:</b> Introduce the Text, T42-T43 Student Interactive: <i>The Ant and the Grasshopper</i> , pp. 26-46

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Illinois Learning Standards for Social Science Grade 1	myView Literacy Grade 1
	Reflect and Share: Write to Sources, T68-T69
<b>SS.EC.2.1.</b> Describe the skills and knowledge required to produce certain goods and services.	<b>Unit 4:</b> Matching Texts to Learning: <i>Goods and Services</i> , T263
<b>Financial Literacy</b>	
<b>SS.EC.FL.1.1.</b> Explain how people earn pay or income in exchange for work.	<b>Unit 3:</b> myFocus Intervention Teacher’s Guide: Lesson 38
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<b>SS.H.1.1.</b> Create a chronological sequence of multiple events.	<b>Unit 2:</b> Introduce the Text, T114-T115 Student Interactive: <i>The Life Cycle of a Sunflower</i> , pp. 64-80 Listening Comprehension: Read Aloud, T106-T107 Close Read: Recognize Structure, T117, T119 Find Text Structure, T128-T129 Reflect and Share: Talk About It, T138-T139 <b>Unit 3:</b> Describe Plot, TT58 Describe Plot: Formative Assessment Options/Option 2, T59 Conduct Research: Differentiated Support/Option 1, T405 <b>Unit 4:</b> Spotlight on Genre, Biography: ELL Targeted Support/Chronological Order, T114 Spotlight on Genre, Biography: Formative Assessment Options, T115 Use Text Structure, T138-T139 What Happens First, T234 Explore What Happens Next, T235 Apply What Happens Next, T236 Explore What Happens Last, T237 Apply What Happens Last, T238 <b>Unit 5:</b> Collaborate and Discuss: Customize It!, T406
<b>SS.H.2.1.</b> Describe individuals and groups who have shaped a significant historical change.	<b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 1</b></p>	<p align="center"><b>myView Literacy Grade 1</b></p>
	<p>Student Interactive: <i>Jackie Robinson</i>, pp.78-102 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, pp.200-216 Respond and Analyze, T348-T349 Reflect and Share: Write to Sources, T364-T365</p>
<p><b>Perspectives</b></p>	
<p><b>SS.H.3.1.</b> Compare perspectives of people in the past to those of people in the present.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, pp.78-102 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, pp.200-216 Respond and Analyze, T348-T349</p>



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Illinois Learning Standards for Social Science Grade 2	myView Literacy Grade 2
<b>Grade 2</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.K-2.</b> Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	<p><b>Unit 1:</b> Inquire: Introduce the Project, T400-T401 Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b> Inquire: Introduce the Project, T418-T419</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographic, T92-T93 Student Interactive: <i>The World of the Storyteller</i>, pp. 50-51 Inquire: Introduce the Project, T418-T419</p> <p><b>Unit 4:</b> Inquire: Introduce the Project, T428-T429</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographic, T254-T255 Student Interactive: <i>Earth Erupts</i>, pp. 586-587 Interact with Sources: Explore the Infographic, T334-T335 Student Interactive: <i>Famous Rocks</i>, pp. 628-629 Inquire: Introduce the Project, T418-T419</p>
<b>Determining Helpful Sources</b>	
<b>SS.IS.2.K-2.</b> Explore facts from various sources that	<b>Unit 1:</b>

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<b>Illinois Learning Standards for Social Science Grade 2</b>	<b>myView Literacy Grade 2</b>
can be used to answer the developed questions.	<p>Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b> Conduct Research: Library Database and Books, T422-T423</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographic, T328-T329</p> <p>Conduct Research: Search Online, T422-T423</p> <p><b>Unit 4:</b> Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b> Conduct Research: Use Media to Research, T422-T423</p>
<b>Evaluating Sources and Using Evidence</b>	
<b>Gathering and Evaluating Sources</b>	
<b>SS.IS.3.K-2.</b> Gather information from one or two sources with guidance and support from adults and/or peers.	<p><b>Unit 1:</b> Conduct Research: Interview an Expert, T404-T405</p> <p><b>Unit 2:</b> Conduct Research: Library Database and Books, T422-T423</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographic, T328-T329</p> <p>Conduct Research: Search Online, T422-T423</p> <p><b>Unit 4:</b> Conduct Research: Use a Web Site, T432-T433</p> <p><b>Unit 5:</b> Conduct Research: Use Media to Research, T422-T423</p>
<b>Developing Claims and Using Evidence</b>	
<b>SS.IS.4.K-2.</b> Evaluate a source by distinguishing between fact and opinion.	<p><b>Unit 2:</b> Writing Workshop Minilesson: Fact vs. Opinion, 96 Writing Workshop: Fact vs. Opinion, 97</p> <p><b>Unit 3:</b></p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 2</b></p>	<p align="center"><b>myView Literacy Grade 2</b></p>
	<p>Discuss Author’s Purpose, T294-T295  <b>Unit 4:</b>                      Spotlight on Genre: Persuasive Text, T356-T357                      Teacher-Led Options, Strategy Group: ELL Targeted Support, T360  <b>Unit 5:</b>                      Explore and Plan: Introduce Argumentative Writing, T420-T421                      Collaborate and Discuss: Analyze Student Model, T424</p>
<p><b>Communicating Conclusions and Taking Informed Action</b></p>	
<p><b>Communicating Conclusions</b></p>	
<p><b>SS.IS.5.K-2.</b> Ask and answer questions about arguments and explanations.</p>	<p><b>Unit 1:</b>                      Ask and Answer Questions, T142-T143                      Listening Comprehension: Informational Text, T182-T183                      Listening Comprehension: Informational Text, T326-T327                      Reflect and Share: Talk About It, T364-T365  <b>Unit 2:</b>                      Reflect and Share: Talk About It, T226-T227                      Compare Across Texts, T406-T407                      Celebrate and Reflect: Share, T428-T429  <b>Unit 3:</b>                      Conduct Research: Search Online, T422-T42                      Celebrate and Reflect: Share, T428-T429  <b>Unit 4:</b>                      Ask and Answer Questions, T70-T71                      Plan a Personal Narrative, T94                      Celebrate and Reflect: Share, T438-T439  <b>Unit 5:</b>                      Reflect and Share: Talk About It, T72-T73                      Listening Comprehension: Informational Text, T108-T109, T344-T345</p>
<p><b>Taking Informed Action</b></p>	
<p><b>SS.IS.6.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p><b>Unit 4:</b>                      Introduce the Text, T362-T363                      Student Interactive: <i>Kids Can Be Big Helpers</i>, pp. 416-436                      Cross-Curricular Perspectives: Social Studies, T367</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 2</b></p>	<p align="center"><b>myView Literacy Grade 2</b></p>
	<p>Respond and Analyze, T378-T379 Reflect and Share: Talk About It, T392-T393</p>
<p><b>Civic Standards</b></p>	
<p><b>Civic and Political Institutions</b></p>	
<p><b>SS.CV. 1.2.</b> Explain what governments are and some of their functions</p>	<p><b>Unit 1:</b> Introduce the Text, T90-T91 Student Interactive: <i>from Places We Go</i>, pp. 98-120 Cross-Curricular Perspectives: Social Studies, T193 Respond and Analyze, T208-T209 Reflect and Share: Talk About It, T222-T223</p>
<p><b>Processes, Rules, and Laws</b></p>	
<p><b>SS.CV.2.2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, T96-T97 Student Interactive: <i>We Make Our Neighborhood Better</i>, pp.52-53 Interact with Sources: Explore the Diagram, T172-T173 Student Interactive: <i>Fighting Fires</i>, pp. 90-91 Introduce the Text, T90-T91 Student Interactive: <i>from Places We Go</i>, pp. 98-120 Informational Text, T184-T185 Matching Texts to Learning: <i>We Live in Communities</i>, T187 Cross-Curricular Perspectives: Social Studies, T192, T193 Respond and Analyze, T208-T209 Reflect and Share, T222-T223</p> <p>(Continued)</p> <p><b>Unit 4:</b> Matching Texts to Learning: <i>Helping Your Community</i>, T34 Interact with Sources: Explore the Infographic, T262-T263 Student Interactive: <i>Old Stuff, New Uses</i>, pp. 364-365 Introduce the Text, T280-T281 Student Interactive: <i>One Plastic Bag</i>, pp. 372-400</p>

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	Respond and Analyze, T304-T305 Reflect and Share: Write to Sources, T318-T319
<b>Geography Standards</b>	
<b>Geographic Representations: Spatial Views of the World</b>	
<b>SS.G.1.2.</b> Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Human-Environment Interaction: Place, regions and culture</b>	
<b>SS.G.2.2.</b> Identify some cultural and environmental characteristics of your community and compare to other places.	<b>Unit 1:</b> Introduce the Text, T114-T115 Student Interactive: <i>Maybe Something Beautiful</i> , pp. 60-82 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T146-T147 <b>Unit 4:</b> Interact with Sources: Explore the Infographic, T100-T101 Student Interactive: <i>Creative Places</i> , pp. 278-279 Introduce the Text, T118-T119 Student Interactive: <i>Building on Nature</i> , pp. 286-312 Respond and Analyze, T140-T141 Make Connections, T150-T151 Reflect and Share: Write to Sources, T154-T155
<b>Human Population: Spatial patterns and movements</b>	
<b>SS.G.3.2.</b> Explain how people in your community use local and distant environments to meet their daily needs.	<b>Unit 4:</b> Interact with Sources: Explore the Infographic, T180-T181 Student Interactive: <i>Community Care</i> , pp. 320-321 Introduce the Text, T198-T199 Student Interactive: <i>The Garden of Happiness</i> , pp. 328- Respond and Analyze, T222-T223 Reflect and Share: Talk About It, T236-T237 Interact with Sources: Explore the Infographic, T262-T263

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Illinois Learning Standards for Social Science Grade 2	myView Literacy Grade 2
	<p>Student Interactive: <i>Old Stuff, New Uses</i>, pp. 364-365 Introduce the Text, T280-T281</p> <p>Student Interactive: <i>One Plastic Bag</i>, pp. 372-400 Respond and Analyze, T304-T305</p> <p>Reflect and Share: Write to Sources, T318-T319</p>
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.2.</b> Demonstrate how our choices can affect ourselves and others in positive and negative ways.	<p><b>Unit 4:</b></p> <p>Introduce the Text, T38-T39</p> <p>Student Interactive: <i>Who Says Women Can't Be Doctors?</i>, pp.244-270</p> <p>Respond and Analyze, T60-T61</p> <p>Reflect and Share: Talk About It, T74-T75</p> <p>Interact with Sources: Explore the Infographic, T262-T263</p> <p>Student Interactive: <i>Old Stuff, New Uses</i>, pp. 364-365 Introduce the Text, T280-T281</p> <p>Student Interactive: <i>One Plastic Bag</i>, pp. 372-400 Respond and Analyze, T304-T305</p> <p>Reflect and Share: Write to Sources, T318-T319</p> <p>Cross-Curricular Perspectives: Social Studies, T367</p>
<b>SS.EC.2.2.</b> Explain the role of money in making exchange easier.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Exchange and Markets</b>	
<b>SS.EC.2.2.</b> Compare the goods and services that people in the local community produce and those that are produced in other communities.	<p><b>Unit 1:</b></p> <p>Introduce the Text, T190-T191</p> <p>Student Interactive: <i>from Places We Go</i>, pp. 98-120</p> <p>Respond and Analyze, T208-T209</p> <p>Reflect and Share: Talk About It, T222-T223</p>
<b>Financial Literacy</b>	
<b>SS.EC.FL.1.2.</b> Explain that money can be saved or spent on goods and services.	<p><b>Unit 1:</b></p> <p>Introduce the Text, T190-T191</p> <p>Student Interactive: <i>from Places We Go</i>, pp. 98-120</p> <p>Respond and Analyze, T208-T209</p> <p>Reflect and Share: Talk About It, T222-T223</p>
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<b>SS.H.1.2.</b> Summarize changes that have occurred in	<b>Unit 4:</b>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 2</b></p>	<p align="center"><b>myView Literacy Grade 2</b></p>
<p>the local community over time.</p>	<p>Interact with Sources: Explore the Infographic, T180-T181            Student Interactive: <i>Community Care</i>, pp. 320-321            Introduce the Text, T198-T199            Student Interactive: <i>The Garden of Happiness</i>, pp. 328-351            Respond and Analyze, T222-T223            Reflect and Share: Talk About It, T236-T237</p>
<p><b>Perspectives</b></p>	
<p><b>SS.H.2.2.</b> Compare individuals and groups who have shaped a significant historical change.</p>	<p><b>Unit 4:</b>            Matching Texts to Learning: <i>Mary Ann Shadd: Fighting Change</i>, T277            Matching Texts to Learning: <i>Franklin Delano Roosevelt: A People's Leader</i>, T277            Matching Texts to Learning: <i>Independence Day</i>, T277  <b>Unit 5:</b>            Explore the Infographic, T334-T335            Student Interactive: <i>Famous Rocks</i>, pp.628-629</p>
<p><b>Historical Sources and Evidence</b></p>	
<p><b>SS.H.3.3.</b> Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.</p>	<p><b>Unit 3:</b>            Cross-Curricular Perspectives: Social Studies, T40  <b>Unit 4:</b>            Inquire: Introduce the Project, T428-T429            Explore and Plan: Write for a Reader, T430            Collaborate and Discuss: Primary and Secondary Sources, T434            Extend Research, T436-T437            Celebrate and Reflect: Share, T438-T439</p>

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<b>Grade 3</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<p><b>SS.IS.1.3-5.</b> Develop essential questions and explain the importance of the questions to self and others.</p>	<p><b>Unit 1:</b>            Reflect and Share: Talk About It, T66-T67            Reflect and Share: Write to Sources, T134-T135            Interact with Sources: Explore the Diagram, T164-T165            Student Interactive: <i>Exploring a Rainforest Environment</i>, pp. 94-95            Compare Across Texts: Environments, T374-T375            Compare Across Texts: ELL Targeted Support/Monitor Comprehension, T375</p> <p><b>Unit 2:</b>            Reflect and Share: Talk About It, T58-T59            Reflect and Share: ELL Targeted Support/Respond to Questions, T126            Compare Across Texts: Interactions, T356-T357            Compare Across Texts: ELL Targeted Support/Compare and Discuss, T357</p> <p><b>Unit 3:</b>            Reflect and Share: Write to Sources, T26-T27            Student Interactive: <i>Reflect and Share</i>, pp. 152            Compare Across Texts: Heroes, T358-T359</p> <p><b>Unit 4:</b>            Reflect and Share: Talk About It, T60-T61            Compare Across Texts: Events, T364-T365            Compare Across Texts: ELL Targeted Support/Academic Vocabulary, T365</p> <p><b>Unit 5:</b>            Interact with Sources: Primary Sources, T222-T223            Student Interactive: <i>The Dust Bowl</i>, pp. 536-537</p>
<b>Constructing Supporting Questions</b>	
<p><b>SS.IS.2.3-5.</b> Create supporting questions to help answer essential questions in an inquiry.</p>	<p><b>Unit 1:</b>            Teacher-Led Options: On-Level and</p>



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<p align="center"><b>Illinois Learning Standards for Social Science Grade 3</b></p>	<p align="center"><b>myView Literacy Grade 3</b></p>
	<p>Advanced/Inquiry, T136, T204, T280, T348            Inquire: Introduce the Project, T376-T377            Explore and Plan: Collaborate, T378  <b>Unit 2:</b>            Teacher-Led Options: On-Level and Advanced/Inquiry, T60, T194, T262            Inquire: Introduce the Project, T358-T359            Student Interactive: <i>Make Note of IT!</i>, pp. 414-415            Explore and Plan: Collaborate, T378  <b>Unit 3:</b>            Teacher-Led Options: On-Level and Advanced/Inquiry, T68, T202, T268, T332            Inquire: Introduce the Project, Critical Literacy/Build Background, T360            Student Interactive: <i>Be a Hero</i>, pp. 198-199  <b>Unit 4:</b>            Teacher-Led Options: On-Level and Advanced/Inquiry, T128, T198, T270            Inquire: Introduce the Project, Critical Literacy/Build Background, T366            Student Interactive: <i>Past and Present</i>, pp. 408-409  <b>Unit 5:</b>            Teacher-Led Options: On-Level and Advanced/Inquiry, T128, T194            Inquire: Introduce the Project, T364            Student Interactive: <i>Take a Trip</i>, pp. 616-617</p>
<p><b>Determining Helpful Sources</b>  <b>SS.IS.3.3-5.</b> Determine sources representing multiple points of view that will assist in answering essential questions.</p>	<p><b>Unit 1:</b>            Student Interactive: <i>Explore and Plan</i>, pp. 214-215            Student Interactive: <i>My Point of View</i>, pp. 218-219  <b>Unit 2:</b>            Persuasive Text, T226-T227</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 3</b></p>	<p align="center"><b>myView Literacy Grade 3</b></p>
	<p>Introduce the Texts, T232-T233 Student Interactive: <i>Welcome Back Wolves!</i>, pp. 344-351</p> <p>Introduce the Texts, T240-T241 Student Interactive: <i>Wolves Don't Belong in Yellowstone</i>, pp. 352-364</p> <p>Respond and Analyze, T248-T249 Analyze Text Structure, T252-T253 Compare and Contrast Texts, T256-T257 Reflect and Share, T260-T261</p> <p><b>Unit 4:</b> Point of View, T82 Brainstorm Topics and Focus on Opinion, T83 Develop the Topic, T140 Develop an Opinion, T141 Spotlight on Genre: Biography, T160 Explain Author's Purpose, T188-T189</p> <p><b>Unit 5:</b> Listening Comprehension: Historical Fiction, T224-T225 Student Interactive: <i>Historical Fiction</i>, pp. 538-539 Introduce the Text, T232-T233 Student Interactive: <i>Nora's Ark</i>, pp. 540-566 Close Read: Analyze Point of View, T235, T239, T243, T246, T251, T253 Respond and Analyze, T255-T256 Analyze Point of View, T258-T259 Reflect and Share: Write to Sources, T266-T267</p>
<p><b>Evaluating Sources and Using Evidence</b></p>	
<p><b>Gathering and Evaluating Sources</b></p>	
<p><b>SS.IS.4.3-5.</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p>	<p><b>Unit 1:</b> Student Interactive: <i>Explore and Plan</i>, pp. 214-215 Student Interactive: <i>My Point of View</i>, pp. 218-219 Teacher-Led Options, Strategy Group: Use Text Structure, T276</p> <p><b>Unit 2:</b> Introduce the Texts, T232-T233 Student Interactive: <i>Welcome Back Wolves!</i>, pp.</p>

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	<p>344-351 Introduce the Texts, T240-T241 Student Interactive: <i>Wolves Don't Belong in Yellowstone</i>, pp. 352-364 Respond and Analyze, T248-T249 Analyze Text Structure, T252-T253 Compare and Contrast Texts, T256-T257 Reflect and Share, T260-T261 <b>Unit 4:</b> Point of View, T82 Brainstorm Topics and Focus on Opinion, T83 Develop the Topic, T140 Develop an Opinion, T141 Spotlight on Genre: Biography, T160 Explain Author's Purpose, T188-T189</p>
<p><b>Developing Claims and Using Evidence</b></p>	
<p><b>SS.IS.5.3-5.</b> Develop claims using evidence from multiple sources to answer essential questions.</p>	<p><b>Unit 2:</b> Respond and Analyze, T248-T249 Student Interactive: <i>Welcome Back Wolves!</i>, pp. 344-351 Student Interactive: <i>Wolves Don't Belong in Yellowstone</i>, pp. 352-359 Student Interactive: <i>Develop Vocabulary/Check for Understanding</i>, pp. 360-361</p>
<p><b>Communicating Conclusions and Taking Informed Action</b></p>	
<p><b>Communicating Conclusions</b></p>	
<p><b>SS.IS.6.3-5.</b> Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p>	<p><b>Unit 1:</b> Conduct Research: Field Research, T380-T381 Student Interactive: <i>Fact-Finding in the Field</i>, pp. 216-217 <b>Unit2:</b> Conduct Research: Library Databases, T363-T364 Student Interactive: <i>Digging into a Database</i>, pp. 418-419 Refine Research: Citing Sources, T366-T367 Student Interactive: <i>Citing Sources</i>, pp. 422-423 <b>Unit 3:</b></p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 3</b></p>	<p align="center"><b>myView Literacy Grade 3</b></p>
	<p>Reflect and Share: Write to Sources, T200-T201            Conduct Research: Search Engines, T364-T365            Student Interactive: <i>Searching the Web</i>, pp. 202-203</p> <p><b>Unit 4:</b>            Conduct Research: Library of Congress, T370-T371            Student Interactive: <i>World's Largest Database</i>, pp. 412-413            Refine Research: Identifying Sources, T374-T375            Student Interactive: <i>Identifying Sources</i>, pp. 416-417</p> <p><b>Unit 5:</b>            Reflect and Share: Write to Sources, T266-T267</p>
<p><b>Critiquing Conclusions</b>  <b>SS.IS.7.3-5.</b> Identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p><b>Unit 1:</b>            Interact with Sources: Explore the Infographic, T232-T233            Student Interactive: <i>How Do People Survive in an Environment</i>, pp. 130-131            Listening Comprehension: Informational Text, T234-T235            Matching Texts to Learning: <i>Living in Desert Environments</i>, T238            Matching Texts to Learning: <i>Inuit Life</i>, T238            Matching Texts to Learning: <i>Welcome to Tonle Sap!</i>, T238            Matching Texts to Learning: <i>In Short Supply</i>, T239            Matching Texts to Learning: <i>Blue Zones</i>, T239            Introduce the Text, T242-T243</p>

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<p>(Continued)</p>	<p>Student Interactive: <i>Living in Deserts</i>, pp. 134-162            Cross-Curricular Perspectives: Social Studies, T251, T254, T261            Close Read: Analyze Text Features, T255            Respond and Analyze, T266-T267            Reflect and Share: Write to Sources, T278-T279</p> <p>(Continued)</p> <p><b>Unit 4:</b>            Interact with Sources: Explore the Primary Source, T20-T21            Student Interactive: <i>Daniel Burnham</i>, pp. 220-221            Listening Comprehension: Biography, T22-T23            Matching Texts to Learning: <i>Martin Luther King, Jr.</i>, T26            Introduce the Text, T30-T31            Student Interactive: <i>The House That Jane Built</i>, pp. 224-246            Cross-Curricular Perspectives: Social Studies, T37, T45            Respond and Analyze, T48-T49            Reflect and Share: Talk About It, T60-T61            Introduce the Text, T100-T101            Student Interactive: <i>Frederick Douglass</i>, pp. 262-280            Cross-Curricular Perspectives: Social Studies, T104</p>

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	Respond and Analyze, T114-T115 Reflect and Share: Write to Sources, T126-T127 <b>Unit 5:</b> Introduce the Text, T30-T31 Student Interactive: <i>Deep Down and Other Extreme Places to Live</i> , pp. 434-458 Respond and Analyze, T50-T51 Reflect and Share: Talk About It, T62-T63
<b>Taking Informed Action</b>	
<b>SS.IS.8.3.3-5.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.	<b>Unit 3:</b> Inquire: Introduce the Project, T360-T361 Student Interactive: <i>Be a Hero</i> , pp. 198-199 Conduct Research: Search Engines, T364-T365 Student Interactive: <i>Searching the Web</i> , pp. 202-203 Collaborate and Discuss, T266-T367 Student Interactive: <i>A Call to Action</i> , pp. 204-205 Celebrate and Reflect: Celebrate!, T374-T375 Student Interactive: <i>Time to Celebrate</i> , pp. 212-213
<b>Civic Standards</b>	
<b>Civic and Political Institutions</b>	
<b>SS.CV.1.3.</b> Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.	<b>Unit 5:</b> Solutions: Essential Question, T12-T13 Interact with Sources: Explore the Time Line, T20-T21 Student Interactive: <i>Nature Rocks</i> , pp. 430-431 Listening Comprehension: Informational Text, T22-T23 Matching Texts to Learning: <i>Changing Habitats</i> , T26 Matching Texts to Learning: <i>Keeping Our Water Clean</i> , T27 Introduce the Text, T30-T31 Student Interactive: <i>Deep Down and Other Extreme Places to Live</i> , pp. 434-458 Respond and Analyze, T50-T51 Reflect and Share: Talk About It, T62-T63 Interact with Sources: Explore the Infographic, T156-T157 Student Interactive: <i>Emergency</i> , pp. 502-503 Listening Comprehension: Procedural Text, T158-T159

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	<p>Introduce the Text, T166-T167  Student Interactive: <i>A Safety Plan: In Case of Emergency</i>, pp. 506-524  Respond and Analyze, T180-T181  Reflect and Share: Write to Sources, T192-T193  Introduce the Text, T236-T237  Student Interactive: <i>Green City</i>, pp. 334-358  Respond and Analyze, T256-T257  Reflect and Share: Write to Sources, T268-T269</p>
<p><b>SS.CV.2.3.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p><b>Unit 4:</b>  Introduce the Text, T100-T101  Student Interactive: <i>Frederick Douglass</i>, pp. 262-280  Cross-Curricular Perspectives: Social Studies, T104  Respond and Analyze, T114-T115  Reflect and Share: Write to Sources, T126-T127</p>
<p align="center"><b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b></p>	
<p><b>SS.CV.3.3.</b> Compare procedures for making decisions in the classroom, school, and community.</p>	<p><b>Unit 5:</b>  Interact with Sources: Explore the Infographic, T156-T157  Student Interactive: <i>Emergency</i>, pp. 502-503  Listening Comprehension: Procedural Text, T158-T159  Introduce the Text, T166-T167  Student Interactive: <i>A Safety Plan: In Case of Emergency</i>, pp. 506-524  Respond and Analyze, T180-T181  Reflect and Share: Write to Sources, T192-T193</p>
<p><b>Processes, Rules, and Laws</b></p>	
<p><b>SS.CV.4.3.</b> Describe how people have tried to improve their communities over time.</p>	<p><b>Unit 4:</b>  Interact with Sources: Explore the Primary Source, T20-T21  Student Interactive: <i>Daniel Burnham</i>, pp. 220-221  Listening Comprehension: Biography, T22-T23  Matching Texts to Learning: <i>Martin Luther King, Jr.</i>, T26  Introduce the Text, T30-T31  Student Interactive: <i>The House That Jane Built</i>, pp. 224-246</p>

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	<p>Cross-Curricular Perspectives: Social Studies, T37, T45 Respond and Analyze, T48-T49 Interact with Sources: Explore the Infographic, T156-T157 Student Interactive: <i>Think Big</i>, pp. 292-293 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T162 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T163 Introduce the Text, T166-T167 Student Interactive: <i>Milton Hershey Chocolate King, Town Builder</i>, pp. 296-318 Respond and Analyze, T184-T185 Reflect and Share: Write to Sources, T196-T197</p>
<p><b>Geography Standards</b></p>	
<p><b>Geographic Representations: Spatial Views of the World</b></p>	
<p><b>SS.G.1.3.</b> Locate major landforms and bodies of water on a map or other representation.</p>	<p><b>Unit 1:</b> Introduce the Text, T242-T243 Student Interactive: <i>Living in Deserts</i>, pp. 134-162 Cross-Curricular Perspectives: Social Studies, T246 Close Read: Analyze Text Structures, T246, T259 Analyze Text Features, T270-T271 Read Like a Writer: Explain the Use of Graphic Features, T286-T287 Write for a Reader: Use Graphic Features, T288-T289 <b>Unit 5:</b> Interact with Sources: Explore the Map, T92-T93 Interactivity: <i>When Earth Changes</i>. T93</p>
<p><b>Human-Environment Interaction: Place, regions and culture</b></p>	
<p><b>SS.G.2.3.</b> Compare how people modify and adapt to the environment and culture in our community to other places.</p>	<p><b>Unit 1:</b> Listening Comprehension: Realistic Fiction, T166-T167 Introduce the Text, T174-T175 Student Interactive: <i>Cocoliso</i>, pp. 175-189 Respond and Analyze, T190-T191 Analyze Characters, T194-T195 Reflect and Share, T202-T203 Introduce the Text, T242-T243</p>



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	<p>Student Interactive: <i>Living in Deserts</i>, pp. 134-162</p> <p>Cross-Curricular Perspectives: Social Studies, T251, T254, T261</p> <p>Close Read: Analyze Text Features, T255</p> <p>Respond and Analyze, T266-T267</p> <p>Reflect and Share: Write to Sources, T278-T279</p>
<b>Global Interconnections: Changing spatial patterns</b>	
<b>SS.G.3.3.</b> Show how the consumption of products connects people to distant places.	<p><b>Unit 1:</b></p> <p>Matching Texts to Learning: <i>In Short Supply</i>, T239</p> <p><b>Digital Resources:</b></p> <p>Leveled Readers, <i>In Short Supply</i></p>
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.3.</b> Compare the goods and services that people in the local community produce and those that are produced in other communities.	<p><b>Unit 1:</b></p> <p>Matching Texts to Learning: <i>In Short Supply</i>, T239</p> <p><b>Digital Resources:</b></p> <p>Leveled Readers, <i>In Short Supply</i></p>
<b>Exchange and Markets</b>	
<b>SS.EC.2.3</b> Generate examples of the goods and services that governments provide.	<p><b>Unit 5:</b></p> <p>Interact with Sources: Explore the Time Line, T20-T21</p> <p>Student Interactive: <i>Nature Rocks</i>, pp. 430-431</p> <p>Interact with Sources: Explore the Infographic, T156-T157</p> <p>Student Interactive: <i>Emergency</i>, pp. 502-503</p> <p>Listening Comprehension: Procedural Text, T158-T159</p> <p>Introduce the Text, T166-T167</p> <p>Student Interactive: <i>A Safety Plan: In Case of Emergency</i>, pp. 506-524</p> <p>Respond and Analyze, T180-T181</p> <p>Reflect and Share: Write to Sources, T192-T193</p>
<b>Financial Literacy</b>	
<b>SS.EC.FL.1.3.</b> Describe the role of banks and other	The focus of <i>myView Literacy</i> is English Language

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financial institutions in an economy.	Arts, therefore this skill lies outside the scope of the program.
<b>SS.EC.FL.2.3.</b> Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<b>SS.H.1.3.</b> Create and use a chronological sequence of events.	<p><b>Unit 3:</b> Draft an Event Sequence, T221 Teacher-Led Options, Strategy Group: ELL Targeted Support, T260</p> <p><b>Unit 4:</b> Teacher-Led Options, Strategy Group: Identify Biography/ELL Targeted Support, T28 Analyze Text Structure, T52-T53 Student Interactive: <i>Analyze Text Structure</i>, p. 244 Introduce the Text: ELL Targeted Support/Background Knowledge, T167</p> <p><b>Unit 5:</b> Spotlight on Genre: Procedural Text, T160-T161 Student Interactive: <i>Procedural Text</i>, pp. 504-505</p>
<b>Perspectives</b>	
<b>SS.H.2.3.</b> Describe how significant people, events, and developments have shaped their own community and region.	<p><b>Unit 4:</b> Interact with Sources: Explore the Primary Source, T20-T21 Student Interactive: <i>Daniel Burnham</i>, pp. 220-221 Listening Comprehension: Biography, T22-T23 Matching Texts to Learning: <i>Martin Luther King, Jr.</i>, T26 Introduce the Text, T30-T31 Student Interactive: <i>The House That Jane Built</i>, pp. 224-246 Cross-Curricular Perspectives: Social Studies, T37, T45 Respond and Analyze, T48-T49 Reflect and Share: Talk About It, T60-T61 Introduce the Text, T100-T101 Student Interactive: <i>Frederick Douglass</i>, pp. 262-</p>

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<p>(Continued)</p>	<p>280 Cross-Curricular Perspectives: Social Studies, T104 Respond and Analyze, T114-T115</p> <p><b>(Unit 4 Continued)</b> Reflect and Share: Write to Sources, T126-T127 Interact with Sources: Explore the Infographic, T156-T157 Student Interactive: <i>Think Big</i>, pp. 292-293 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T162 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T163 Introduce the Text, T166-T167 Student Interactive: <i>Milton Hershey Chocolate King, Town Builder</i>, pp. 296-318 Respond and Analyze, T184-T185 Reflect and Share: Write to Sources, T196-T197</p>
<p><b>Historical Sources and Evidence</b></p>	
<p><b>SS.H.3.3.</b> Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	<p><b>Unit 1:</b> Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Primary Source, T20-T21</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Primary Source, T20-T21 Student Interactive: <i>Daniel Burnham</i>, pp. 220-221 Interact with Sources: Explore Primary Sources, T90-T91 Student Interactive: <i>Sojourner Truth</i>, pp. 258-259 Refine Research: Identifying Sources, T374-T375 Student Interactive: <i>Identifying Sources</i>, pp. 416-417</p> <p><b>Unit 5:</b> Interact with Sources: Primary Sources, T222-T223 Student Interactive: <i>The Dust Bowl</i>, pp. 536-537</p>

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<b>Grade 4</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.3-5.</b> Develop essential questions and explain the importance of the questions to self and others.	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, T20-T21 Student Interactive: <i>Discover Extraordinary Iceland</i>, pp. 14-15 Interact with Sources: Explore the Infographic, T88-T89 Student Interactive: <i>Where We Live</i>, pp. 50-51 Interact with Sources: Explore the Media, T154-T155 Student Interactive: <i>Discover Everyday Space Technology</i>, pp. 84-85 Interact with Sources: Explore the Infographic, T218-T219 Student Interactive: <i>Cool Homes Around the World</i>, pp. 116-117 Generate Questions, T120-T121 Student Interactive: <i>Generate Questions</i>, p. 71 Teacher-Led Options, Strategy Group: Generate Questions/ELL Targeted Support, T122 Evaluate Details: ELL Targeted Support/Respond to Questions, T184 Inquire: Introduce the Project/Collaborate, T364 Student Interactive: <i>Saving Species</i>, pp. 200-201</p> <p><b>Unit 2:</b> Interact with Sources, T20-T21, T92-T93, T166-T167, T230-T231, T296-T297 Inquire: Introduce the Project/Collaborate, T366 Student Interactive: <i>Saving Species</i>, pp. 410-411</p> <p><b>Unit 3:</b> Interact with Sources, T20, T80, T146, T218, T298 Generate Questions, T264-T265 Student Interactive: <i>Let's All Play</i>, pp. 196-197</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b> Interact with Sources, T20, T90, T158, T226, T298 Inquire: Introduce the Project/Collaborate, T370 Student Interactive: <i>The Tale Behind the Tale</i>, pp. 410-411</p> <p><b>Unit 5:</b> Interact with Sources, T20, T86, T152, T226, T292 Inquire: Introduce the Project/Collaborate, T362 Student Interactive: <i>Danger Ahead!</i>, pp. 616-617</p>
<p><b>Constructing Supporting Questions</b></p>	
<p><b>SS.IS.2.3-5.</b> Create supporting questions to help answer essential questions in an inquiry.</p>	<p><b>Unit 1:</b> Interact with Sources: Turn, Talk, and Share, T2 Inquire: Introduce the Project/Collaborate, T364 Student Interactive: <i>Saving Species</i>, pp. 200-201</p> <p><b>Unit 2:</b> Inquire: Introduce the Project/Collaborate, T366 Student Interactive: <i>Saving Species</i>, pp. 410-411</p> <p><b>Unit 3:</b> Inquire: Introduce the Project/Collaborate, T358 Student Interactive: <i>Let's All Play</i>, pp. 196-197</p> <p><b>Unit 4:</b> Inquire: Introduce the Project/Collaborate, T370 Student Interactive: <i>The Tale Behind the Tale</i>, pp. 410-411</p> <p><b>Unit 5:</b> Inquire: Introduce the Project/Collaborate, T362 Student Interactive: <i>Danger Ahead!</i>, pp. 616-617</p>
<p><b>Determining Helpful Sources</b></p>	

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<p><b>SS.IS.3.3-5.</b> Determine sources representing multiple points of view that will assist in answering essential questions.</p>	<p><b>Unit 1:</b> Teacher-Led Options, Strategy Group: ELL Targeted Support, T64</p> <p><b>Unit 3:</b> Compose from a Point of View, T208 Student Interactive: <i>Academic Vocabulary</i>, p. 107 Compare and Contrast Point of View, T260-T261 Student Interactive: <i>Compare and Contrast Point of View</i>, pp. 152</p> <p><b>Unit 4:</b> ELL Targeted Support: Brainstorm a Topic and Opinion, T79 Understand Point of View, T81 Develop Reasons, T149 Develop Supporting Details and Facts, T150</p>
<b>Evaluating Sources and Using Evidence</b>	
<b>Gathering and Evaluating Sources</b>	
<p><b>SS.IS.4.3-5.</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T366-T367 Explore and Plan: ELL Targeted Support/Distinguish Fact and Opinion, T367 Student Interactive: <i>A Matter of Opinion</i>, pp. 202-203</p> <p><b>Unit 3:</b> Explain Author’s Purpose, T180-T181 Student Interactive: <i>Author’s Purpose</i>, p. 104 Explore and Plan: Argumentative Writing, T360-T361 Student Interactive: <i>A Matter of Opinion</i>, pp. 198-199</p> <p><b>Unit 4:</b> Develop Supporting Details and Facts, T150 Compose a Concluding Statement, T151 Organize Supporting Details, T218</p> <p><b>Unit 5:</b> Explore and Plan: Opinions and Claims, T364-T365</p>
<b>Developing Claims and Using Evidence</b>	
<p><b>SS.IS.5.3-5.</b> Develop claims using evidence from multiple sources to answer essential questions.</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T366-</p>

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	<p>T367 Student Interactive: <i>A Matter of Opinion</i>, pp. 202-203 Collaborate and Discuss: Analyze Student Model, T370 Collaborate and Discuss: ELL Targeted Support/Express a Claim, T371</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T360-T361 Student Interactive: <i>A Matter of Opinion</i>, pp. 198-199 Collaborate and Discuss: Analyze Student Model, T364 Student Interactive: <i>Take a Stand!</i>, pp. 202-203</p> <p><b>Unit 5:</b> Explore and Plan: Opinions and Claims, T364 Explore and Plan: ELL Targeted Support/Claims, T365 Student Interactive: <i>A Clear Claim Close-Up</i>, pp. 618-619</p>
<b>Communicating Conclusions and Taking Informed Action</b>	
<b>Communicating Conclusions</b>	
<p><b>SS.IS.6.3-5.</b> Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T366 Collaborate and Discuss: Analyze Student Model, T370 Collaborate and Discuss: ELL Targeted Support/Express a Claim, T371</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T360-T361 Student Interactive: <i>A Matter of Opinion</i>, pp. 198-199 Collaborate and Discuss: Analyze Student Model, T364 Student Interactive: <i>Take a Stand!</i>, pp. 202-203</p> <p>(Continued)</p> <p><b>Unit 5:</b> Listening Comprehension: Argumentative Text, T154-T155</p>

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	<p>Argumentative Text, T156-T157  Student Interactive: <i>Argumentative Text</i>, pp. 502-503  Introduce the Text, T162-T163  Student Interactive: <i>The Top 10 Ways You Can Reduce Waste</i>, pp. 504-530  Close Read: Analyze Argument, T164, T165, T166, T168, T169, T171, T174, T175, T177, T178, T182, T183  Close Read: Summarize Argumentative Text, T167, T172, T176, T181  Respond and Analyze, T184-T185  Analyze Argument, T188-T189  Summarize Argumentative Text, T192-T193  Reflect and Share: Write to Sources, T196-T197  Explore and Plan: Opinions and Claims, T364  Explore and Plan: ELL Targeted Support/Claims, T365  Student Interactive: <i>A Clear Claim Close-Up</i>, pp. 618-619</p>
<p><b>Critiquing Conclusions</b></p>	
<p><b>SS.IS.7.3-5.</b> Identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p><b>Unit 5:</b>  Interact with Sources: Explore the Diagram, T152-T153  Student Interactive: <i>Pollutant Emissions</i>, pp. 500-</p>



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<p align="center"><b>Illinois Learning Standards for Social Science Grade 4</b></p>	<p align="center"><b>myView Literacy Grade 4</b></p>
	<p>501 Listening Comprehension: Argumentative Text, T154-T155 Introduce the Text, T162-T163 Student Interactive: <i>The Top 10 Ways You Can Reduce Waste</i>, pp. 504-530 Respond and Analyze, T184-T185 Reflect and Share: Write to Sources, T196-T197 Interact with Sources: Explore the Infographic, T292-T293 Student Interactive: <i>The Trouble with Ocean Trash</i>, pp. 576-577 Listening Comprehension: Informational Text, T294-T295 Introduce the Texts, T302-T303 Student Interactive: <i>Trashing Paradise</i>, pp. 580-595 Cross Curricular Perspectives: Social Studies, T307 Cross Curricular Perspectives: Science, T308 Introduce the Texts, T318-T319 Student Interactive: <i>Bye Bye Plastic Bags on Bali</i>, pp. 596-597 Respond and Analyze, T320-T321 Reflect and Share: Talk About It, T332-T333 Student Interactive: <i>Reflect and Share</i>, p. 602</p>
<p><b>Taking Informed Action</b></p>	
<p><b>SS.IS.8.3.3-5.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.</p>	<p><b>Unit 3:</b> Matching Texts to Learning: <i>One Nation, One People</i>, T153 Savvas Realize, Leveled Readers: <i>One Nation, One People</i></p>
<p><b>Civic Standards</b></p>	

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<b>Civic and Political Institutions</b>	
<b>SS.CV.1.4.</b> Distinguish the responsibilities and powers of government officials at the local, state, and national levels.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>SS.CV.2.4.</b> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	<b>Unit 3:</b> Matching Texts to Learning: <i>One Nation, One People</i> , T153 Savvas Realize, Leveled Readers: <i>One Nation, One People</i> Savvas Realize, Leveled Readers: <i>Enriching America</i> Savvas Realize, Leveled Readers: <i>Leaders of Change</i>
<b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b>	
<b>SS.CV.3.4.</b> Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.	<b>Unit 3:</b> Matching Texts to Learning: <i>One Nation, One People</i> , T153 Savvas Realize, Leveled Readers: <i>One Nation, One People</i> Savvas Realize, Leveled Readers: <i>Enriching America</i> Savvas Realize, Leveled Readers: <i>Working in Harmony</i> Savvas Realize, Leveled Readers: <i>Leaders of Change</i>
<b>Processes, Rules, and Laws</b>	
<b>SS.CV.4.4.</b> Explain how rules and laws change society and how people change rules and laws in Illinois.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Geography Standards</b>	
<b>Geographic Representations Human-Environment Interaction</b>	
<b>SS.G.1.4.</b> Construct and interpret maps of Illinois and the United States using various medial	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Human-Environment Interaction: Place, regions and culture</b>	
<b>SS.G.2.4.</b> Analyze how the cultural and environmental characteristics of places in Illinois change over time.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Human Population</b>	
<b>SS.G.3.4.</b> Describe some of the current movements of	The focus of <i>myView Literacy</i> is English Language

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goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	Arts, therefore this skill lies outside the scope of the program.
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.4.</b> Explain how profits reward and influence sellers.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Exchange and Markets</b>	
<b>SS.EC.2.4.</b> Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>Financial Literacy</b>	
<b>SS.EC.FL.1.4.</b> Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>SS.EC.FL.2.4.</b> Explain that income can be saved, spent on goods and services, or used to pay taxes.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>History Standards</b>	
<b>Perspectives</b>	
<b>SS.H.1.4.</b> Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	<b>Unit 3:</b> Matching Texts to Learning: <i>One Nation, One People</i> , T153 Savvas Realize, Leveled Readers: <i>One Nation, One People</i> Savvas Realize, Leveled Readers: <i>Enriching America</i> Savvas Realize, Leveled Readers: <i>Leaders of Change</i>
<b>Historical Sources and Evidence</b>	
<b>SS.H.2.4.</b> Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.	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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<p align="center"><b>Illinois Learning Standards for Social Science Grade 4</b></p>	<p align="center"><b>myView Literacy Grade 4</b></p>
<p><b>Causation and Argumentation</b></p>	
<p><b>SS.H.3.4.</b> Explain probable causes and effects of events and developments in Illinois history.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>



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<p align="center"><b>Illinois Learning Standards for Social Science Grade 5</b></p>	<p align="center"><b>myView Literacy Grade 5</b></p>
<p>(Continued)</p>	<p>T20-T21  Student Interactive: <i>How Scientists Study Ocean Life</i>, pp. 214-215  Interact with Sources: Explore the Map, T90-T91  Student Interactive: <i>Protecting Habitats</i>, pp. 252-253  Interact with Sources: Explore the Poem, T160-T161  Student Interactive: <i>Perfect Inspiration</i>, pp. 290-291  Generate Questions, T196-T197  Generate Questions: ELL Targeted Support/Respond to Questions, T196  Interact with Sources: Explore the Primary Sources, T230-T231  Student Interactive: <i>In the Words of Theodore Roosevelt</i>, pp. 328-329  <b>Unit 3:</b>  Interact with Sources: Explore the Poem, T20-T21  Student Interactive: <i>Morning Serenade</i>, pp. 16-17  Interact with Sources: Explore the Infographic, T88-T89  Student Interactive: <i>How Many Pets?</i>, pp. 52-53  Interact with Sources: Explore the Images, T154-T155  Student Interactive: <i>Art: Then and Now</i>, pp. 86-87  Interact with Sources: Explore the Riddles, T226-T227  Student Interactive: <i>Riddle Me This!</i>, pp. 126-127  Interact with Sources: Explore Media, T286-T287  Student Interactive: <i>Frank Lloyd Wright and Robie House</i>, pp. 154-155    (Continued)  <b>Unit 4:</b>  Interact with Sources: Explore the Infographic, T20-T21  Student Interactive: <i>The Underground Railroad</i>, pp. 212-213  Interact with Sources: Explore the Map, T86-T87</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 5</b></p>	<p align="center"><b>myView Literacy Grade 5</b></p>
	<p>Student Interactive: <i>The American Revolution</i>, pp. 246-247            Interact with Sources: Explore the Word Puzzle, T156-T157            Student Interactive: <i>Our Constitution</i>, pp. 284-285            Interact with Sources: Explore the Time Line, T224-T225            Student Interactive: <i>The Early Civil Rights Movement</i>, pp. 320-321            Generate Questions, T260-T261            Interact with Sources: Explore the Primary Source, T294-T295            Student Interactive: <i>from "I Will Go West!"</i>, pp. 358-359  <b>Unit 5:</b>            Interact with Sources: Explore the Infographic, T20-T21            Student Interactive: <i>Who Are Geologists?</i>, pp. 426-427            Interact with Sources: Explore the Poem, T94-T95            Student Interactive: <i>The Water Cycle</i>, pp. 468-469            Interact with Sources: Explore the Video, T162-T163            Student Interactive: <i>How Volcanoes Work</i>, pp. 504-505            Interact with Sources: Explore the Diagram, T232-T233            Student Interactive: <i>Waste is a Problem</i>, pp. 542-543            Student Interactive: <i>How People Influence Natural Systems</i>, pp. 570-571</p>
<p><b>Constructing Supporting Questions</b></p>	
<p><b>SS.IS.2.3-5.</b> Create supporting questions to help answer essential questions in an inquiry.</p>	<p><b>Unit 1:</b>            Project-Based Inquiry: Journeys, T356-T371  <b>Unit 2:</b>            Project-Based Inquiry: Observations, T364-T379  <b>Unit 3:</b>            Project-Based Inquiry: Reflections, T352-T367  <b>Unit 4:</b>            Project-Based Inquiry: Liberty, T370-T385  <b>Unit 5:</b></p>

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	Project-Based Inquiry: Systems, T360-T375
<b>Determining Helpful Sources</b>	
<p><b>SS.IS.3.3-5.</b> Determine sources representing multiple points of view that will assist in answering essential questions.</p>	<p><b>Unit 1:</b>            Develop Point of View, T147            Introduce the Text, T164-T183            Student Interactive: <i>from Pedro's Journal</i>, pp. 88-112            Respond and Analyze, T184-T185            Understand Point of View, T188-T189            Use Text Evidence, T192-T193            Reflect and Share: Write to Sources, T196-T197</p> <p><b>Unit 2:</b>            Introduce the Text, T170-T187            Student Interactive: <i>from Hatchet</i>, pp. 294-311            Respond and Analyze, T188-T189            Analyze Point of View, T192-T193            Reflect and Share: Write to Sources, T200-T201</p> <p><b>Unit 3:</b>            Analyze a Point of View, T79            Student Interactive: <i>Analyze a Point of View</i>, p. 48</p>
<b>Evaluating Sources and Using Evidence</b>	
<b>Gathering and Evaluating Sources</b>	
<p><b>SS.IS.4.3-5.</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p>	<p><b>Unit 1:</b>            Collaborate and Discuss: Argumentative Text, T362-T363            Student Interactive: <i>Appeal to Your Audience</i>, pp. 198-199</p> <p><b>Unit 2:</b>            Draft with Specific Facts and Concrete Details, T151</p>



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	<p>Argumentative Text, T300-T301</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T354-T355 ELL Targeted Support: Collaborate, T355</p> <p><b>Unit 4:</b> Conduct Research: Surveys, T374-T375 Student Interactive: <i>Survey Says</i>, pp. 408-409</p> <p><b>Unit 5:</b> Explore and Plan: Argumentative Writing, T362-T363 Student Interactive: <i>A Persuasive PSA</i>, pp.610-611</p>
<p><b>Developing Claims and Using Evidence</b></p>	
<p><b>SS.IS.5.3-5.</b> Develop claims using evidence from multiple sources to answer essential questions.</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T358-T359 ELL Targeted Support: Monitor Oral Language Production, T359 Collaborate and Discuss: Argumentative Text, T362-T363 Student Interactive: <i>Appeal to Your Audience</i>, pp. 198-199</p> <p><b>Unit 2:</b> Listening Comprehension: Argumentative Text,</p>

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	<p>T298-T299            Argumentative Text, T300-T301            Introduce the Text, T306-T313            Student Interactive: <i>Let Wild Animals Be Wild</i>, pp. 366-373            Introduce the Text, T314-T321            Student Interactive: <i>Don't Release Animals Back to the Wild</i>, pp. 374-381            Respond and Analyze, T322-T323            Analyze Argumentative Texts, T326-T327            Synthesize Information, T330-T331            Reflect and Share: Talk About It, T334-T335  <b>Unit 3:</b>            Explore and Plan: Argumentative Writing, T354-T355  <b>Unit 5:</b>            Introduce the Text, T302-T317            Student Interactive: <i>People Should Manage Nature</i>, pp. 574-594            Respond and Analyze, T318-T319            Analyze Argumentative Text, T322-T323            Reflect and Share: Talk About It, T330-T331            Explore and Plan: Argumentative Writing, T362-T363            Student Interactive: <i>A Persuasive PSA</i>, pp. 610-611</p>
<b>Communicating Conclusions and Taking Informed Action</b>	
<b>Communicating Conclusions</b>	
<p><b>SS.IS.6.3-5.</b> Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p>	<p><b>Unit 1:</b>            Explore and Plan: Argumentative Writing, T358-T359            Student Interactive: <i>Make a Statement</i>, pp. 194-195            Collaborate and Discuss: Analyze Student Model, T362-T363            Student Interactive: <i>Appeal to Your Audience</i>, pp. 198-199  <b>Unit 2:</b>            Listening Comprehension: Argumentative Text, T298-T299</p>

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	<p>Introduce the Text, T306-T313 Student Interactive: <i>Let Wild Animals Be Wild</i>, pp. 366-373</p> <p>Introduce the Text, T314-T321 Student Interactive: <i>Don't Release Animals Back to the Wild</i>, pp. 374-381</p> <p>Respond and Analyze, T322-T323 Analyze Argumentative Texts, T326-T327 Synthesize Information, T330-T331 Reflect and Share: Talk About It, T334-T335</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T354-T355 Student Interactive: <i>As I See It</i>, pp. 192-193 Collaborate and Discuss: Analyze Student Model, T358-T359 Student Interactive: <i>Stand Firm and Speak Out</i>, pp. 196-197</p> <p><b>Unit 5:</b> Student Interactive: <i>A Persuasive PSA</i>, pp. 610-611 Collaborate and Discuss: Analyze Student Model, T366-T367 Student Interactive: <i>Send a Strong Message</i>, pp. 614-615</p>
<p><b>Critiquing Conclusions</b></p>	
<p><b>SS.IS.7.3-5.</b> Identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p><b>Unit 5:</b> Interact with Sources: Explore the Diagram, T232-233 Student Interactive: <i>Waste Is a Problem</i>, pp. 232-233 Listening Comprehension: Informational Text, T234-235 Matching Texts to Learning: <i>Protecting Our Planet</i>, T239 Matching Texts to Learning: <i>Saving the Great Lakes</i>, T239 Introduce the Text, T242-T249 Student Interactive: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i> pp. 546-558</p>

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	Respond and Analyze, T250-T251 Compare and Contrast Accounts, T254-T255 Reflect and Share: Write to Sources, T262-T263 Introduce the Text, T302-T317 Student Interactive: <i>People Should Manage Nature</i> , pp. 574-594 Respond and Analyze, T318-T319 Analyze Argumentative Text, T322-T323 Reflect and Share: Talk About It, T330-T331
<b>Taking Informed Action</b>	
<b>SS.IS.8.3.3-5.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.	<b>Unit 4:</b> Interact with Sources: Explore the Word Puzzle, T156-T157 Student Interactive: <i>Our Constitution</i> , pp. 284-285 Listening Comprehension: Informational Text, T158-T159
<b>Civic Standards</b>	
<b>Civic and Political Institutions</b>	
<b>SS.CV.1.5.</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<b>Unit 4:</b> Interact with Sources: Explore the Word Puzzle, T156-T157 Student Interactive: <i>Our Constitution</i> , pp. 284-285 Listening Comprehension: Informational Text, T158-T159 Introduce the Text, T166-T181 Student Interactive: <i>The Bill of Rights</i> , pp. 288-308 Respond and Analyze, T182-T183 Summarize, T190-T191 Reflect and Share: Write to Sources, T194-T195
<b>SS.CV.2.5.</b> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<b>Unit 4:</b> Interact with Sources: Explore the Word Puzzle, T156-T157 Student Interactive: <i>Our Constitution</i> , pp. 284-285

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	<p>Listening Comprehension: Informational Text, T158-T159</p> <p>Introduce the Text, T166-T181</p> <p>Student Interactive: <i>The Bill of Rights</i>, pp. 288-308</p> <p>Respond and Analyze, T182-T183</p> <p>Summarize, T190-T191</p> <p>Reflect and Share: Write to Sources, T194-T195</p>
<p><b>SS.CV.3.5.</b> Compare the origins, functions, and structure of different systems of government</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><b>Processes, Rules, and Laws</b></p>	
<p><b>SS.CV.4.5.</b> Explain how policies are developed to address public problems.</p>	<p><b>Unit 2:</b></p> <p>Interact with Sources: Explore the Map, T90-T91</p> <p>Student Interactive: <i>Protecting Habitats</i>, pp. 252-253</p> <p>Listening Comprehension: Informational Text, T92-T93</p> <p>Matching Texts to Learning: <i>Fit for Survival</i>, T97</p> <p>Introduce the Text, T100-T117</p> <p>Student Interactive: <i>A Place for Frogs</i>, pp. 256-273</p> <p><b>Unit 4:</b></p> <p>Interact with Sources: Explore the Word Puzzle, T156-T157</p> <p>Student Interactive: <i>Our Constitution</i>, pp. 284-285</p> <p>Listening Comprehension: Informational Text, T158-T159</p> <p>Introduce the Text, T166-T181</p> <p>Student Interactive: <i>The Bill of Rights</i>, pp. 288-308</p>
<p><b>Geography Standards</b></p>	
<p><b>Human-Environment Interaction: Place, regions and culture</b></p>	
<p><b>SS.G.1.5.</b> Investigate how the cultural and environmental characteristics of places within the</p>	<p><b>Unit 2:</b></p> <p>Interact with Sources: Explore the Map, T90-T91</p>

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<p align="center"><b>Illinois Learning Standards for Social Science Grade 5</b></p>	<p align="center"><b>myView Literacy Grade 5</b></p>
<p>United States change over time.</p>	<p>Student Interactive: <i>Protecting Habitats</i>, pp. 252-253            Listening Comprehension: Informational Text, T92-T93            Matching Texts to Learning: <i>Fit for Survival</i>, T97            Introduce the Text, T100-T117            Student Interactive: <i>A Place for Frogs</i>, pp. 256-273  <b>Unit 3:</b>            Introduce the Text, T296-T309            Student Interactive: <i>Life &amp; Art</i>, pp. 158-171</p>
<p><b>Human Population</b></p>	
<p><b>SS.G.2.5.</b> Describe how humans have utilized natural resources in the United States</p>	<p><b>Unit 5:</b>            Interact with Sources: Explore the Diagram, T232-233            Student Interactive: <i>Waste Is a Problem</i>, pp. 232-233            Listening Comprehension: Informational Text, T234-235            Matching Texts to Learning: <i>Protecting Our Planet</i>, T239            Matching Texts to Learning: <i>Saving the Great Lakes</i>, T239            Introduce the Text, T242-T249            Student Interactive: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i> pp. 546-558            Respond and Analyze, T250-T251            Compare and Contrast Accounts, T254-T255            Reflect and Share: Write to Sources, T262-T263            Interact with Sources: Explore the Map, T292-T293            Student Interactive: <i>How People Influence Natural Systems</i>, pp. 570-571            Listening Comprehension: Argumentative Text, T294-T295            Matching Texts to Learning: <i>Flood</i>, T298            Matching Texts to Learning: <i>Tropical Rain Forests</i>, T298            Matching Texts to Learning: <i>Earth's Changing</i></p>

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	<p><i>Landscape</i>, T298            Matching Texts to Learning: <i>Power Up!</i>, T299            Matching Texts to Learning: <i>How Do We Feed the World?</i>, T299            Introduce the Text, T302-T317            Student Interactive: <i>People Should Manage Nature</i>, pp. 574-594            Respond and Analyze, T318-T319            Reflect and Share: Talk About It, T330-T331</p>
<p><b>SS.G.3.5.</b> Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.</p>	<p><b>Unit 5:</b>            Interact with Sources: Explore the Video, T162-T163            Student Interactive: <i>How Volcanoes Work</i>, pp. 504-505            Matching Texts to Learning: <i>Flood!</i>, T168            Matching Texts to Learning: <i>Earth's Fury</i>, T169</p>
<p><b>Global Interconnections</b></p>	
<p><b>SS.G.4.5.</b> Compare the environmental characteristics of the United States to other world regions.</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><b>Economics and Financial Literacy Standards</b></p>	
<p><b>Exchange and Markets</b></p>	
<p><b>SS.EC.1.5.</b> Analyze why and how individuals, businesses, and nations around the world specialize and trade.</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><b>National and Global Economy</b></p>	
<p><b>SS.EC.2.5.</b> Discover how positive incentives (e.g., sale prices and earning money) and negative incentives</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><b>SS.EC.3.5.</b> Determine the ways in which the government pays for the goods and services it provides.</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><b>Financial Literacy</b></p>	
<p><b>SS.EC.FL.1.5.</b> Explain that interest is the price the</p>	<p>The focus of <i>myView Literacy</i> is English Language</p>

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<p>borrower pays for using someone else’s money.</p>	<p>Arts, therefore this skill lies outside the scope of the program.</p>
<p><b>History Standards</b></p>	
<p><b>Change, Continuity, and Context</b></p>	
<p><b>SS.H.1.5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 ELL Targeted Support: Use Visual Support, T21 Student Interactive: <i>Immigration and Expansion in the United States</i>, pp. 14-15 Analyze Setting and a Sequence of Events, T76 <b>Unit 3:</b> Extend Research: Add Photographs and Time Lines, T363-T363 Student Interactive: <i>Add Photographs and Time Lines</i>, pp. 200-201 <b>Unit 4:</b> Interact with Sources: Explore the Time Line, T224-T225 ELL Targeted Support: Use Visual Support, T225 Student Interactive: <i>The Early Civil Rights Movement</i>, pp. 320-321</p>
<p><b>Historical Sources and Evidence</b></p>	
<p><b>SS.H.2.5.</b> 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><b>Unit 2:</b> Refine Research: Primary and Secondary Sources, T372-T373 Student Interactive: <i>Primary and Secondary Sources</i>, pp. 408-409 <b>Unit 3:</b> Conduct Research: Primary Sources, T356 Student Interactive: <i>Searching for Sources</i>, pp. 194-195</p>



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	<p><b>Unit 4:</b> Refine Research: Primary and Secondary Sources, T378-T379 Student Interactive: <i>Sources</i>, pp. 412-413</p>
<p><b>Causation and Argumentation</b></p>	
<p><b>SS.H.3.5.</b> Explain probable causes and effects of events and developments in U.S. history.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T20-T21 Student Interactive: <i>Immigration and Expansion in the United States</i>, pp. 14-15 Listening Comprehension: Informational Text, T22-T23 Matching Text to Learning: <i>Journey to the New World</i>, T27 Introduce the Texts, T30-T41 Student Interactive: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i> pp. 18-34 Respond and Analyze, T42-T43 Analyze Main Ideas and Details, T46-T47 Use Text Evidence, T50-T51 Reflect and Share: Talk About It, T54-T55 Introduce the Text, T164-T183 Student Interactive: <i>from Pedro's Journal</i>, pp. 88-112 Respond and Analyze, T184-T185 Understand Point of View, T188-T189 Use Text Evidence, T192-T193 Reflect and Share: Write to Sources, T196-T197</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b></p> <p>Interact with Sources: Explore the Infographic, T20-T21  Student Interactive: <i>The Underground Railroad</i>, pp. 212-213  Matching Texts to Learning: <i>Pathways to Freedom</i>, T27  Interact with Sources: Explore the Map, T86-T87  Student Interactive: <i>The American Revolution</i>, pp. 246-247  Interact with Sources: Explore the Word Puzzle, T156-T157  Student Interactive: <i>Our Constitution</i>, pp. 284-285  Listening Comprehension: Informational Text, T158-T159  Matching Texts to Learning: <i>Road to Freedom</i>, T162  Matching Texts to Learning: <i>Power of the People</i>, T163  Introduce the Text, T166-T181  Student Interactive: <i>The Bill of Rights</i>, pp. 288-308  Respond and Analyze, T182-T183  Summarize, T190-T191  Reflect and Share: Write to Sources, T194-T195  Listening Comprehension: Biography, T226-T227  Introduce the Text, T234-T251  Student Interactive: <i>Delivering Justice</i>, pp. 324-346  Respond and Analyze, T252-T253  Reflect and Share: Write to Sources, T264-T265</p>