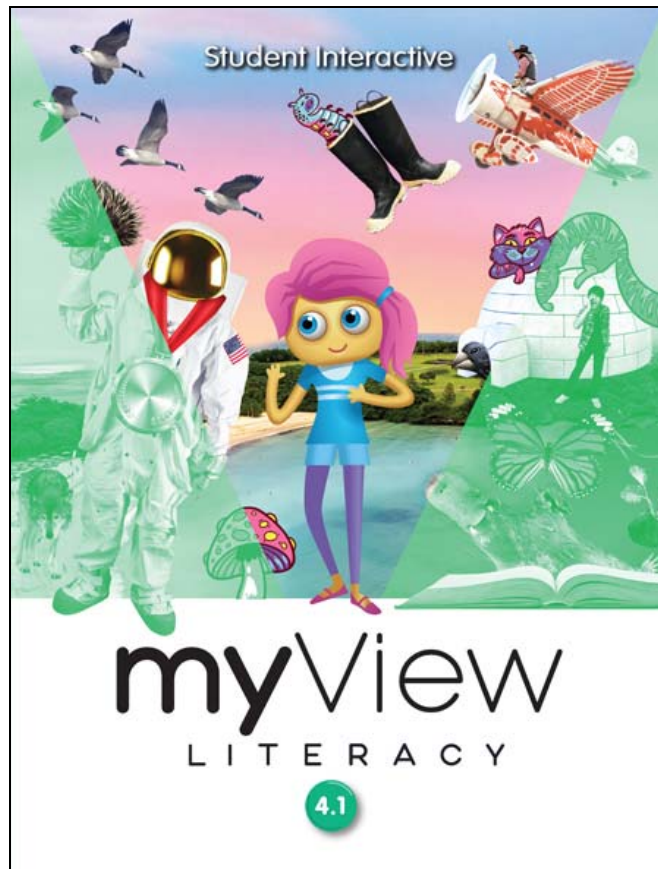


## A Correlation of



**Grade 4, ©2020**

To the

**Massachusetts Curriculum Framework  
2018 History and Social Science Framework  
Grade 4**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 4, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Massachusetts Curriculum Framework – History and Social Science Framework**. 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.

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

**Table of Contents**

<b>Topic 1. North America: geography and map skills.....</b>	<b>4</b>
<b>Topic 2. Ancient civilizations of North America .....</b>	<b>4</b>
<b>Topic 3. Early European exploration and conquest.....</b>	<b>5</b>
<b>Topic 4. The expansion of the United States over time and its regions today.....</b>	<b>6</b>

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
<b>Grade 4 Content Standards</b>	
Building on knowledge from previous years, students should be able to:	
<b>Topic 1. North America: geography and map skills [4.T1]</b>	
<i>Supporting Question: What are the physical features and nations of North America?</i>	
1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson’s Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
Clarification Statement: <i>Note that the grade 4 Earth and Space Science standards of the Massachusetts Curriculum Framework for Science and Technology/Engineering address topics such as landforms, landscapes, erosion, volcanoes, earthquake epicenters, and oceans, and natural events such as blizzards, earthquakes, and floods.</i>	
2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms <i>continent, country, nation, county, state, province, and city.</i>	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms <i>continent, country, nation, county, state, province, and city.</i>	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
<b>Topic 2. Ancient civilizations of North America [4.T2]</b>	
<i>Supporting Question: How do archaeologists develop theories about ancient migrations?</i>	
1. Evaluate competing theories about the origins	The focus of <i>myView Literacy</i> is English Language

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.	Arts, therefore this skill lies outside the scope of the program.
2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Level Reading Q>Homes in Early America
Clarification statement: <i>Students should understand that the North American continent has been inhabited for thousands of years, and that large and highly organized ancient societies, such as the Inuit, Hopewell, Adena, Hohokam, Puebloan, Mississippian, Iroquois, Maya, Olmec, and Toltec, flourished long before Europeans arrived in North America.</i>	
3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.	<b>Digital Resources:</b> Leveled Readers>Guided Reading Level T>Accidental Discoveries
4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.	For supporting content please see: <b>Digital Resources:</b> Leveled Readers>Guided Level Reading Q>Homes in Early America
<b>Topic 3. Early European exploration and conquest [4.T3]</b>	
<i>Supporting Question: What were the reasons for European voyages across the Atlantic Ocean?</i>	
1. Explain how historians studying the European voyages to the Americas use archaeological	For supporting content please see: <b>Unit 5:</b>

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called <i>primary sources</i> .	Interact with Sources: Explore the Primary Source, T226  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level R>The Age of the Vikings >Guided Reading Level S>Enriching America >Guided Reading Level T>Accidental Discoveries
2. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.	For supporting content please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level R>The Age of the Vikings
3. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level R>The Age of the Vikings >Guided Reading Level S>Enriching America >Guided Reading Level S>Exploring Our World
Clarification Statement: <i>Students studied New England explorers in grade 3.</i>	
<b>Topic 4. The expansion of the United States over time and its regions today [4.T4]</b>	
<i>Supporting Question: How has the environment shaped the development of each region?</i>	
1. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.	<b>Digital Resources:</b> Leveled Readers>Guided Reading Level S>Enriching America Book Club: Trade Books>Unit 1>Life in the West
2. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing	For opportunities to address this standard please see: <b>Digital Resources:</b> Book Club: Trade Books>Unit 1>Life in the West

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.	
3. Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Level Reading Q>Homes in Early America Book Club: Trade Books > Unit 1>Life in the West
4. Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).	<b>Digital Resources:</b> Leveled Readers>Guided Reading Level S>Enriching America >One Nation, One People Book Club: Trade Books> Unit 1>Life in the West  Also see: Leveled Readers>Guided Reading Level Q>Run Like the River
5. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Clarification Statement: <i>This brief explanation of westward expansion sets the stage for studying regions and is intended to be very introductory. Students will learn more about the causes and consequences of the Civil War in grade 5 and will revisit the topics of sectional differences among states and the concept of Manifest Destiny in United States History I and II.</i>	
<b>The Northeast [4.T4a]</b>	
1. On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
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<p>2. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.</p>	<p>For opportunities to address this standard please see:  <b>Unit 5:</b>            Map: Standard Time Zones of the World, T38-T39   <b>Digital Resources:</b>            Leveled Readers&gt;Guided Reading Level S&gt;            Exploring Our World            &gt;Geographic Regions</p>
<p>3. Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).</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><i>Creating this timeline is the beginning of making a cumulative timeline that will eventually include all the states.</i></p>	
<p>4. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or 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>



**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
<p>5. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level Q&gt;Home in Early America &gt;Guided Reading Level S&gt;Enriching America</p>
<b>The Southeast [4.T4b]</b>	
<p>1. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.</p>	<p>For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level S&gt;Exploring Our World &gt;Geographic Regions</p>
<p>2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level Q&gt;Home in Early America &gt;Guided Reading Level S&gt;Enriching America</p>
<p>3. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how</p>	<p>For opportunities to address this standard, please see:</p>

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
government and citizens have responded to catastrophic natural events.	<b>Digital Resources:</b> Leveled Readers>Guided Reading Level T>How Weather Works
4. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
<b>The Midwest [4.T4c]</b>	
1. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level Q>Home in Early America >Guided Reading Level S>Enriching America
3. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.	For opportunities to address this standard, please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level T>How Weather Works

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
4. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
<b>The Southwest [4.T4d]</b>	
1. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).	For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39  <b>Digital Resources:</b> Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions
2. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.	For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level Q>Home in Early America >Guided Reading Level S>Enriching America
4. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.	For opportunities to address this standard, please see: <b>Digital Resources:</b> Leveled Readers>Guided Reading Level T>How Weather Works
5. Using resources such as print and online atlases, historical sources, or state websites, construct a	For opportunities to address this standard please see:

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

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<p>map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.</p>	<p><b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39</p> <p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level S&gt; Exploring Our World &gt;Geographic Regions</p>
<p><b>The West [4.T4e]</b></p>	
<p>1. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.</p>	<p>For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39</p> <p><b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level S&gt; Exploring Our World &gt;Geographic Regions</p>
<p>2. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.</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>3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level Q&gt;Home in Early America &gt;Guided Reading Level S&gt;Enriching America</p>
<p>4. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.</p>	<p>For opportunities to address this standard, please see: <b>Digital Resources:</b> Leveled Readers&gt;Guided Reading Level T&gt;How Weather Works</p>
<p>5. Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and</p>	<p>For opportunities to address this standard please see: <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39</p> <p><b>Digital Resources:</b></p>

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Massachusetts Curriculum Framework - History and Social Science Framework**

<b>Massachusetts Curriculum Framework 2018 History and Social Framework</b>	<b>myView Literacy Grade 4, ©2020</b>
map key.	Leveled Readers>Guided Reading Level S> Exploring Our World >Geographic Regions