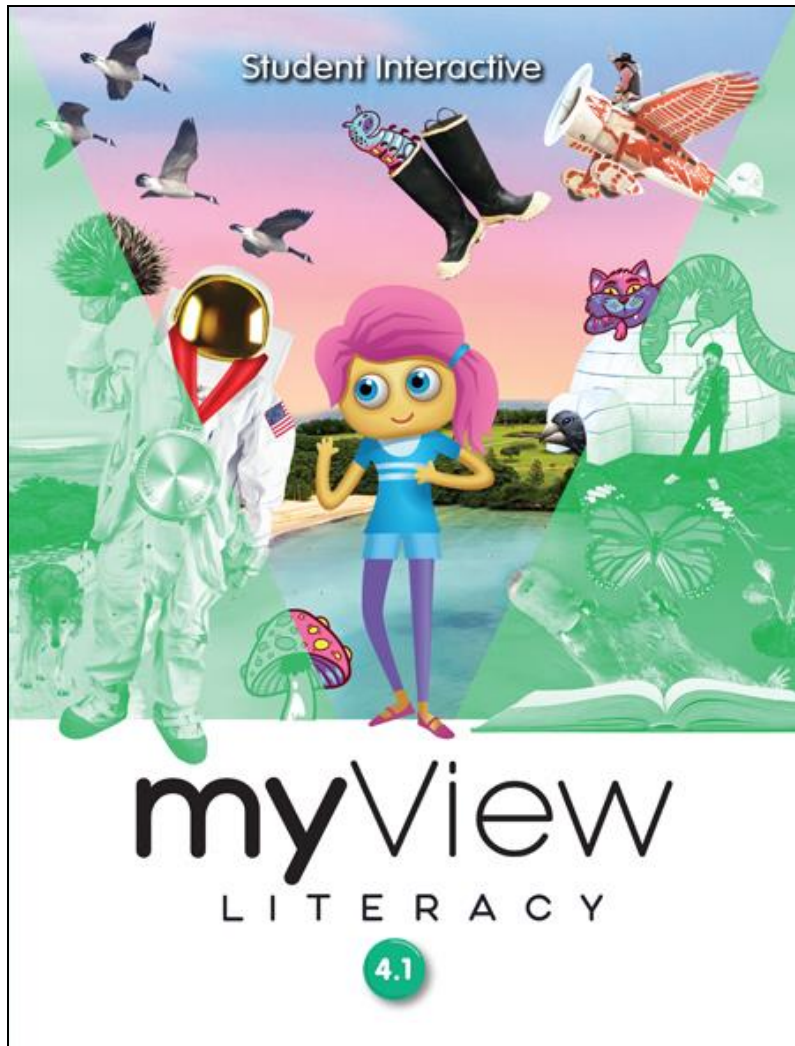


A Correlation of



To the

New York State Social Studies Framework Grade 4

A Correlation of myView Literacy, Grade 4, ©2020 to the New York State Social Studies Frameworks

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **New York State Social Studies Frameworks**. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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<p align="center">New York State Social Studies Frameworks</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>Social Studies Practices</p>	
<p>A Gathering, Interpreting, and Using Evidence</p>	
<p>A.1 Develop questions about New York State and its history, geography, economics and government.</p>	<p>For opportunities to address this standard please see: Student Interactive: Where We Live, T89</p> <p>Digital Resources: Leveled Readers>Guided Reading Level S>Enriching America</p>
<p>A.2 Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p>Unit 1: Explore and Plan: Argumentative Writing, T366-T367 Student Interactive: <i>A Matter of Opinion</i>, T367 Collaborate and Discuss: Analyze Student Model, T370 Collaborate and Discuss: ELL Targeted Support/Express a Claim, T371</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T360-T361 Student Interactive: <i>A Matter of Opinion</i>, T361 Collaborate and Discuss: Analyze Student Model, T364 Student Interactive: <i>Take a Stand!</i>, T365</p> <p>Unit 5: Explore and Plan: Opinions and Claims, T364 Explore and Plan: ELL Targeted Support/Claims, T365 Student Interactive: <i>A Clear Claim Close-Up</i>, T365</p>

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<p>A.3 Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.</p>	<p>Unit 1: Teacher-Led Options, Strategy Group: ELL Targeted Support, T64</p> <p>Unit 3: Compose from a Point of View, T208 Student Interactive: <i>Academic Vocabulary</i>, T193 Compare and Contrast Point of View, T260-T261 Student Interactive: <i>Compare and Contrast Point of View</i>, T261</p> <p>Unit 4: ELL Targeted Support: Brainstorm a Topic and Opinion, T79 Understand Point of View, T81 Develop Reasons, T149 Develop Supporting Details and Facts, T150</p>
<p>A.4 Identify arguments of others.</p>	<p>Unit 1: 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>Unit 3: Explore and Plan: Argumentative Writing, T360-T361 Student Interactive: <i>A Matter of Opinion</i>, T361 Collaborate and Discuss: Analyze Student Model, T364 Student Interactive: <i>Take a Stand!</i>, T365</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 5: Listening Comprehension: Argumentative Text, T154-T155 Argumentative Text, T156-T157 Student Interactive: <i>Argumentative Text</i>, T157 Introduce the Text, T162-T163 Student Interactive: <i>The Top 10 Ways You Can Reduce Waste</i>, T163-T183 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>, T365</p>

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<p>A.5 Identify inferences.</p>	<p>Unit 1: Guided Reading Instruction Prompts: Use Text Evidence T27 Close Read: Use Text Evidence, T33, T41 Use Text Evidence, T54-T55 Close Read: Evaluate Details, T168</p> <p>Unit 2: Introduce the Text: Read, T30 Guided Reading Instruction Prompts: Use Text Evidence, T173 Close Read: Use Text Evidence, T182 Use Text Evidence, T196-T197 Close Read: Synthesize Information, T309 Teacher-Led Options, Strategy Group/Intervention Activity: Synthesize Information, T330 Teacher-Led Options, Conferring/Leveled Readers: Synthesize Information, T331</p> <p>Unit 3: Guided Reading Instruction Prompts: Make Inferences About Characters, T27 Close Read: Make Inferences About Characters, T33 Make Inferences About Characters, T46-T47 Teacher-Led Options, Strategy Group/Intervention Activity: Make Inferences About Characters, T48 Teacher-Led Options, Conferring/Leveled Readers: Make Inferences About Characters, T49</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Guided Reading Prompts: Infer Theme, T96 Close Read: Infer Theme, T114, T241 Infer Theme: T120-T121, T260-T261</p> <p>Unit 5: Guided Reading Instruction Prompts: Make Inferences, T27, T233 Close Read: Make Inferences, T33, T241 Make Inferences, T52-T53 Teacher-Led Options, Strategy Group/Intervention Activity: Make Inferences, T54, T260 Teacher-Led Options, Conferring/Leveled Readers: Make Inferences, T55, T261 First Read: Notice, T176 First Read: Respond, T177, T248 Make Inferences, T258-T259 Close Read: Use Text Evidence to Explain Concepts, T313, T315 Use Text Evidence to Explain Concepts, T328-T329</p> <p>Unit 5: Make Inferences, T52-T53</p> <p>Digital Resources: Intervention>Teacher Resources>myFocus Intervention Teacher’s Guide, Lesson 20, <i>Make Inferences</i>, T129-T134; Lesson 35, <i>Compare and Contrast Accounts</i>, T229-T234</p>

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<p>A.6 Create an understanding of the past by using primary and secondary sources.</p>	<p>Unit 1: Interact with Sources: Explore the Primary Source, T286-T287 Conduct Research: Primary Sources, T368 Refine Research: Primary and Secondary Sources, T372-T373</p> <p>Unit 2: Interact with Sources: Explore the Primary Source, T166-T167 ELL Targeted Support: Respond to Questions, T200 Conduct Research: Primary Sources, T370</p> <p>Unit 3: Conduct Research: Primary Sources, T362</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, T226-T227 Compare Across Texts: Primary Sources, T368 Conduct Research: Primary and Secondary Sources, T374</p> <p>Unit 5: Interact with Sources: Explore the Primary Source, T226-T227 Reflect and Share: Write to Sources/Model and Practice, T262 Conduct Research: Primary Sources, T366 Refine Research: Primary and Secondary Sources, T370-T371</p> <p>Digital Resources: Unit 1> Week 6>Project-Based Inquiry>Primary Sources</p>

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<p>B Chronological Reasoning and Causation</p>	
<p>B.1 Explain how events are related chronologically to one another.</p>	<p>Unit 2: Introduce the Text, T114-T115 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 Unit 3: Describe Plot, TT58 Describe Plot: Formative Assessment Options/Option 2, T59 Conduct Research: Differentiated Support/Option 1, T405 Unit 4: 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 Unit 5: Collaborate and Discuss: Customize It!, T406</p>
<p>B.2 Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines, with teacher support.</p>	<p>Unit 3: Listening Comprehension: Garage Girl, T148-T149</p>

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<p>B.3 Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.</p>	<p>Unit 1: Magazine Article, T159 Unit 2: Listening Comprehension: Moths in Hiding, T94-T95 Spotlight on Genre: Informational Text, T96-T97 First Read: Notice, T106 Close Read: Analyze Text Structure, T106 Analyze Text Structure, T128-T129 Listening Comprehension: Poetry, T232-T233</p>
<p>B.4 Distinguish between long-term and immediate causes and effects of a current event or an event in history.</p>	<p>Unit 1: Magazine Article, T159 Unit 2: Listening Comprehension: Moths in Hiding, T94-T95 Spotlight on Genre: Informational Text, T96-T97 First Read: Notice, T106 Close Read: Analyze Text Structure, T106 Analyze Text Structure, T128-T129 Listening Comprehension: Poetry, T232-T233</p>
<p>B.5 Recognize dynamics of historical continuity and change over periods of time.</p>	<p>Unit 1: Cross-Curricular Perspectives: Science, T104</p>
<p>B.6 Use periods of time such, as decades and centuries to put events into chronological order.</p>	<p>Unit 5: Student Interactive: <i>from Planet Earth</i>, T31-T43 Make Inferences, T52-T53 Cross-Curricular Perspectives: Science, T164</p>
<p>B.7 Recognize and identify patterns of continuity and change in New York State.</p>	<p>For opportunities to address this standard please see: Unit 1: Student Interactive: Where We Live, T89 Digital Resources: Leveled Readers>Guided Reading Level S>Enriching America</p>

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C Comparison and Contextualization	
C.1 Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.	For opportunities to address this standard please see: Unit 1: Student Interactive: Where We Live, T89 Digital Resources: Leveled Readers>Guided Reading Level S>Enriching America
C.2 Identify multiple perspectives on an historical event.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>One Nation, One People
C.3 Describe and compare New York State historical events.	For opportunities to address this standard please see: Unit 1: Student Interactive: Where We Live, T89 Digital Resources: Leveled Readers>Guided Reading Level S>Enriching America
C.4 Recognize the relationship among geography, economics, and history in social studies.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
C.5 Describe historical developments in New York State with specific detail, including time and place.	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>D Geographic Reasoning</p>	
<p>D.A Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p>Unit 1: Interact with Sources: Explore the Map, T20 Student Interactive: <i>Rare Treasure</i>, T99-T111 Interact with Sources: Explore the Media, T154-T155 Cross-Curricular Perspectives: Social Studies, T243 Unit 5: Interact with Sources: Explore the Infographic, T20-T21 ELL Targeted Support: Visual Support, T21 Student Interactive: <i>from Planet Earth</i>, T31-T43 First Read: Generate Questions, T103 First Read: Notice, T239</p>
<p>D.B Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).</p>	<p>Unit 5: Interact with Sources, Explore the Infographic, T20-T21 Student Interactive: <i>from Planet Earth</i>, T31-T43 Interact with Sources, Explore the Media, T86-T87 Listening Comprehension: Mount Vesuvius, T88-T89 Student Interactive: <i>Volcanoes</i>, T97-T109 Student Interactive: <i>The Himalayas</i>, T237-T249 Interact with Sources: Explore the Infographic, T292-T293 Digital Resources: Leveled Readers> Guided Reading Level R>The Water Cycle >Earth’s Natural Treasures</p>

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<p>D.C Identify how environments affect human activities and how human activities affect physical environments.</p>	<p>Unit 5: Student Interactive: <i>Volcanoes</i>, T97-T109 Interact with Sources: Explore the Diagram, T152-T153 Student Interactive: <i>Top 10 Ways You Can Reduce Waste</i>. T163-183 Interact with Sources: Explore the Primary Source, T226-T227 Student Interactive: <i>The Himalayas</i>, T237-T249 Interact with Sources: Explore the Infographic, T292-T293 Listening Comprehension: The Footprints Across Earth's Back, T294-T295 Student Interactive: <i>Trashing Paradise</i>, T303-T317</p> <p>Digital Resources: Leveled Readers> Guided Reading Level R>Patterns in Nature; Guided Reading Level S>Adventure in Antarctica >Unit 5: Features>Week 5>Lesson 2>Bye By Plastic Bags on Bali>Video</p>
<p>D.D Recognize relationships between patterns and processes.</p>	<p>Unit 1: Student Interactive: <i>from Planet Earth</i>, T31-T43 Student Interactive: <i>Volcanoes</i>, T97-T109 Student Interactive: <i>The Himalayas</i>, T237-T249</p> <p>Digital Resources: Leveled Readers> Guided Reading Level R>The Water Cycle; >Earth's Natural Treasures >Patterns in Nature</p>

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D.E Describe how human activities alter places and regions.	<p>Unit 5: Listening Comprehension: Energy Recovery of Waste, T22-T23 Student Interactive: <i>Top 10 Ways You Can Reduce Waste</i>. T163-183 Interact with Sources: Explore the Primary Source, T226-T227 Student Interactive: <i>The Himalayas</i>, T237-T249 Interact with Sources: Explore the Infographic, T292-T293 Listening Comprehension: The Footprints Across Earth's Back, T294-T295 Student Interactive: <i>Trashing Paradise</i>, T303-T317</p> <p>Digital Resources: >Unit 5: Features>Week 5>Lesson 2><i>Bye Bye Plastic Bags on Bali</i>>Video</p>
E Economics and Economic Systems	
E.1 Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E.2 Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E.3 Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E.4 Explain why individuals and businesses specialize and trade.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
E.5 Explain the meaning of unemployment.	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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E.6 Explain the ways the government pays for the goods and services it provides, including tax revenue.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
F Civic Participation	
F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
F.3 Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
F.4 Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony

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<p>F.6 Identify situations in which social actions are required and suggest solutions.</p>	<p>Unit 5: Listening Comprehension: Energy Recovery of Waste, T22-T23 Student Interactive: <i>Top 10 Ways You Can Reduce Waste</i>. T163-183 Interact with Sources: Explore the Primary Source, T226-T227 Student Interactive: <i>The Himalayas</i>, T237-T249 Interact with Sources: Explore the Infographic, T292-T293 Listening Comprehension: The Footprints Across Earth’s Back, T294-T295 Student Interactive: <i>Trashing Paradise</i>, T303-T317</p> <p>Digital Resources: Grade 4>Unit 5 Features> Week 5 Reading Workshop> <i>Bye Bye Plastic Bags on Bali</i>>Video</p>
<p>F.7 Identify people in positions of power and how they can influence people’s rights and freedom.</p>	<p>Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change</p>
<p>F.8 Identify rights and responsibilities as a citizen of your community and state.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change</p>
<p>4.1 Geography of New York State: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.</p>	
<p>4.1a Physical and thematic maps can be used to explore New York State’s diverse geography.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World</p>

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4.1a.1 Students will be able to identify and map New York State’s major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World .
4.1a. Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World
4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World
4.1b.1 Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World .
4.1b.2 Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, using directionality, and latitude and longitude coordinates.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World
4.1b.3 Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World

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4.2 Native American Groups and the Environment: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.	
4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.2a.1 Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.2a.2 Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.2b Native American groups developed specific patterns of organization and governance to manage their societies.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.2b.1 Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.	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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4.2c.1 Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.2c.2 Students will examine contributions of Native Americans that are evident today.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3 Colonial and Revolutionary Period in New York: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.	
4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World
4.3a.1 Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level S>Exploring Our World
4.3a.2 Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.	
4.3b.1 Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America

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4.3b.2 Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.3b.3 Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America
4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.	
4.3c.1 Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3c.2 Students will examine the alliances between Native Americans and the English and between Native Americans and the French.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3d.1 Students will examine issues of political and economic rights that led to the American Revolution.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3d.2 Students will examine New York's geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.	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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4.3d.3 Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3d.4 Students will explore why African Americans volunteered to fight with the British during the war.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.3d.5 Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4 Government: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.	
4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4a.1 Students will examine the basic structure of the federal government, including the president, Congress, and the courts.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4a.2 Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.	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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4.4b.1 Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4b.2 Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4b.3 Students will investigate the steps necessary for a bill to become a law in New York State.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4c Government in New York State is organized into counties, cities, towns, and villages.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4c.1 Students will identify the county in which they live, noting where their city, town or village is within that county.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4c.2 Students will identify the borough of New York City in which they live, and in which county the borough is located. (NOTE: Teachers choose the appropriate content specification based on the school location)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4c.3 Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony

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4.4d.1 Students will examine the rights and freedoms guaranteed to citizens.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
4.4e.1 Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).	Student Interactive: <i>Trashing Paradise</i> , T303-T317 Digital Resources: Grade 4>Unit 5 Features> Week 5 Reading Workshop> <i>Bye By Plastic Bags on Bali</i> >Video
4.4e.2 Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony
4.5 In Search of Freedom and a Call for Change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.	
4.5a There were slaves in New York State. People worked to fight against slavery and for change.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.5a.1 Students will examine life as a slave in New York State.	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>4.5a.2 Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony</p>
<p>4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony</p>
<p>4.5b. Students will examine the rights denied to women during the 1800s.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony</p>
<p>4.5b.2 Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level R>Leaders of Change >Working in Harmony</p>
<p>4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.</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>4.5c.1 Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment, and food.</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>4.5c.2 Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.</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>4.6 Westward Movement and Industrialization: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.</p>	
<p>4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America</p>
<p>4.6a.1 Students will examine why people began to move west in New York State.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America</p>
<p>4.6a.2 Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level Q>Homes in Early America</p>
<p>4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</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>4.6b.1 Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.</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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4.6b.2 Students will examine how the development the canal affected the Haudenosaunee nations.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.6b.3 Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.6c Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.6c.1 Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.6c.2 Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world.	Unit 5: Cross-Curricular Perspectives: Science, T247
4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4.6d.1 Students will examine New York State’s key agricultural products during the 1800s and compare these to the key agricultural products of today.	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>4.6d.2 Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources.</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>4.6d.3 Students will examine the importance of New York City in the development of banking and finance in New York State and the United States.</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>4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</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>4.6e.1 Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.</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>4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</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>4.6f.1 Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.</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>4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.</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>4.6g.1 Students will examine how the economic activities in their local community have changed over the last 50 years.</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>4.6g.2 Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid- Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.</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>4.7 Immigration and Migration from the Early 1800s to the Present: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p>	
<p>4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.</p>	<p>Digital Resources: Unit 1> Week 6>Project-Based Inquiry> Lesson 3>Refine Research>Research Article>Ellis Island: Gateway to America</p>
<p>4.7a.1 Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Resources>Guided Reading Level S>Enriching America</p>
<p>4.7a.2 Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.</p>	<p>Digital Resources: Grade 4>Unit 1> Week 6>Project-Based Inquiry> Lesson 3>Refine Research>Research Article>Ellis Island: Gateway to America</p>

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<p>4.7a.3 Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.</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>4.7a.4 Students will investigate the requirements for becoming a United States citizen.</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>4.7a.5 Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.</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>4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.</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>4.7b.1 Students will investigate the reasons that African Americans moved into northern cities.</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>4.7b.2 Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>