Reading Grade 4 Trimester 3

Content Area: **ELA**

Course(s): **ELA Grade 1**

Time Period: MP1 Length: 45

Status: Published

NJSLS ELA

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Rationale and Transfer Goals

Rationale for the Reading Standards

The fourth-grade reading standards focus on developing students' ability to think critically about texts and how they are constructed. By comparing and contrasting different points of view, students learn to recognize how narration shapes a story or account. Understanding the distinction between first- and third-person narration helps students grasp how the storyteller's perspective influences the reader's experience and interpretation.

Similarly, comparing multiple accounts of the same event or topic encourages students to identify biases, differing perspectives, and the impact of these perspectives on the information presented. This skill is essential for navigating a world filled with varying viewpoints and sources of information. (RI.PP.4.5)

Connecting text to visual and oral representations enhances comprehension and retention by engaging multiple senses and providing varied means of understanding content. Students develop a deeper understanding of how visuals and graphics support central ideas, reinforcing the notion that meaning is conveyed through more than just words. (RI.MF.4.6, RL.MF.4.6)

Additionally, analyzing how authors use facts, details, and explanations to support their ideas fosters critical thinking and allows students to evaluate the strength of an argument. This skill is crucial for distinguishing between well-supported reasoning and mere opinion. (RI.AA.4.7)

Finally, comparing and contrasting themes, topics, and patterns of events across different cultures and genres broadens students' understanding of the universal and diverse nature of human experience. It also builds cultural awareness and sensitivity, preparing students to engage thoughtfully with a wide range of texts and ideas. (RL.CT.4.8, RI.CT.4.8)

Transfer Goals for the Reading Standards

- 1. **Perspective Awareness and Critical Thinking**: Students will be able to analyze and compare different perspectives in both literary and informational texts, applying this skill in real-life situations where they encounter varying viewpoints, enabling them to understand and respect diverse perspectives.
- 2. **Multi-Modal Literacy**: Students will transfer their ability to make connections between textual content and visual or oral representations to other subjects and daily life, enhancing their overall comprehension and communication skills across various media.
- 3. **Analytical Evaluation**: Students will develop the ability to critically evaluate how authors use evidence and reasoning to support their ideas, applying this skill when assessing information in academic settings and beyond, such as when reading news articles, forming opinions, or making informed decisions.
- 4. **Cultural Understanding and Comparison**: Students will be able to compare and contrast themes and topics across cultures and genres, fostering an appreciation for diversity and enabling them to engage with a wide range of texts and cultural expressions in a thoughtful and informed manner.

Rationale for the Language Standards

The fourth-grade language standards emphasize the importance of mastering foundational language skills that

are essential for effective communication and comprehension across all areas of learning. These standards are designed to help students build a strong foundation in reading, writing, speaking, and listening, which are critical for academic success and lifelong learning.

Reading with accuracy and fluency (L.RF.4.4) is fundamental to understanding texts. When students read fluently, they can focus on comprehending the material rather than decoding words. This skill enhances their ability to engage with and enjoy a wide range of texts, thereby deepening their understanding and appreciation of literature and informational texts.

Understanding language conventions (L.KL.4.1) is crucial for clear and effective communication. By applying knowledge of grammar, punctuation, and sentence structure, students can express their ideas more precisely and understand others better, whether they are reading, writing, speaking, or listening.

Grasping figurative language, word relationships and nuances in meaning (L.VI.4.3) allows students to appreciate the richness of language. This understanding helps them to interpret and create more sophisticated texts, recognize subtle differences in meaning, and engage in more meaningful and effective communication.

Transfer Goals for the Language Standards

- 1. **Reading Comprehension and Fluency**: Students will develop the ability to read with accuracy and fluency, enabling them to comprehend and analyze texts in various subjects. This skill will be transferable to real-life situations where reading is required for learning, work, and personal growth, ensuring that they can understand and engage with written material efficiently.
- 2. **Effective Communication**: Students will be able to use their knowledge of language conventions to communicate clearly and effectively in writing and speaking. This skill will be essential in both academic and everyday contexts, allowing them to express their ideas confidently and understand others' communication more accurately.
- 3. **Interpretation of Language**: Students will be able to recognize and interpret figurative language, word relationships, and nuances in meaning. This skill will enhance their ability to understand and enjoy more complex texts, engage in more sophisticated discussions, and navigate the subtleties of language in various contexts, including literature, media, and social interactions.

Enduring Understandings

Enduring Understandings

1. **Reading Accuracy and Fluency (L.RF.4.4):** Accurate and fluent reading is essential for understanding and engaging with texts. Students recognize that fluency allows them to focus on

meaning rather than just decoding words, enhancing their overall comprehension.

- 2. Language Conventions (L.KL.4.1): Knowledge of language conventions is vital for clear and effective communication. Understanding grammar, punctuation, and sentence structure enables students to express themselves accurately and interpret others' communication across all forms of language use.
- 3. **Figurative Language and Word Relationships (L.VI.4.3):** Understanding figurative language, word relationships, and subtle differences in word meanings enriches communication and comprehension. Students learn that language carries deeper meanings and nuances that can influence interpretation and expression.
- 4. **Point of View in Narration (RL.PP.4.5):** The point of view from which a story is narrated shapes the reader's understanding of the narrative. Recognizing the differences between first- and third-person narrations allows students to compare and contrast perspectives, deepening their insight into the text.
- 5. **Multiple Accounts and Perspectives (RI.PP.4.5):** Comparing multiple accounts of the same event or topic reveals how different perspectives can influence the presentation of information. Students understand that analyzing these differences is key to critically evaluating the reliability and completeness of information.
- 6. Connections Between Text and Visual/Oral Representations (RL.MF.4.6): Texts can be enriched through connections to visual and oral representations. Students understand that these connections help to clarify and enhance comprehension, offering multiple ways to engage with and interpret a text.
- 7. **Supportive Role of Graphics and Visuals (RI.MF.4.6):** Graphics and visuals, such as illustrations, charts, and diagrams, play a critical role in supporting and reinforcing central ideas in texts. Students recognize that these elements can provide additional evidence and clarity, aiding in the understanding of complex concepts.
- 8. **Author's Use of Facts and Details (RI.AA.4.7):** Analyzing how authors use facts, details, and explanations to support their ideas helps students understand the reasoning behind the text. Students learn that strong arguments are built on well-supported ideas, which they can identify and evaluate in their reading.
- 9. Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8): Literary texts from different cultures often explore similar themes, topics, and patterns of events. Students recognize that comparing and contrasting these elements helps them appreciate cultural diversity and the universal aspects of human experience.
- 10. Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8): Informational texts from diverse cultures offer varied perspectives on similar themes, topics, and events. By comparing and contrasting these perspectives, students deepen their understanding of global issues and how culture influences the presentation of information.

1. Reading Accuracy and Fluency (L.RF.4.4):

o How does reading fluently and accurately affect my understanding of a text?

2. Language Conventions (L.KL.4.1):

 How do grammar, punctuation, and sentence structure impact the clarity and effectiveness of my communication?

3. Figurative Language and Word Relationships (L.VI.4.3):

o How does understanding figurative language enhance my interpretation of a text?

4. Point of View in Narration (RL.PP.4.5):

- o How does the point of view from which a story is told shape my understanding of the narrative?
- What are the key differences between first- and third-person narrations, and how do they affect the story?

5. Multiple Accounts and Perspectives (RI.PP.4.5):

- o What can I learn by comparing different accounts of the same event or topic?
- o How do different points of view influence the way information is presented?

6. Connections Between Text and Visual/Oral Representations (RL.MF.4.6):

- o How can visual or oral representations of a text deepen my understanding of its content?
- What connections can I make between specific descriptions in a text and their visual or oral counterparts?

7. Supportive Role of Graphics and Visuals (RI.MF.4.6):

- o How do graphics and visuals help to clarify and support the central ideas in a text?
- o In what ways can I use evidence to show how visuals contribute to my understanding of a topic?

8. Author's Use of Facts and Details (RI.AA.4.7):

- o How does an author use facts, details, and explanations to support their ideas?
- What strategies can I use to analyze the strength of an author's reasoning in a text?

9. Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8):

- What can I learn about different cultures by comparing themes and patterns in literary texts?
- How do similar themes and events in stories from different cultures reveal both unique and universal human experiences?

10. Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8):

- How do authors from different cultures approach similar topics and themes in informational texts?
- What insights can I gain by comparing and contrasting the treatment of themes and events across different cultural perspectives?

Content, Learning Targets, and Activities

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4	Contin ue Readin g RL.PP. 4.5	I can compa re and contra st the point of view of two fictiona I stories . I can compa re and contra st how the narrato r's point of view affects the story and explain how this impact s the reader's unders tandin g of the charac ters, events , and overall story.	Sugge sted Theme - Abilitie s Aware ness Month - Resilie nce - Interac tive Read Aloud. Read a story aloud to the class, pausin g to discus s the point of view Rewrit e a Story Activity . Read a short story with the class, identify ing the current point of view. Assign studen ts the task of rewriti ng a portion of the story from the opposite point of view.	IRA Emma nuel's Drea m: The Story of Emma nuel Yeboa h Six Dots: A Story of Young Louis Braille Rescu e & Jessic a: A Life Chang Friend ship A Boy and Jagua r	ng Can Stop Him -The Faste st Wom an in the Worl d -The Boy Who Coul dn't Smile - Desi gning For Differ ence - Meet Sofia Sanc hez	Check for Unders tanding - Readin g Fluenc y Check s Freckle Target ed Assign ment for standa rd RL.PP. 4.5 Exit Ticket - Identify then compa re and contras t the point of view of two											
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Ap	1	New Readin g Focus RI.MF. 4.6	g I can analyz e graphi cs and visuals (illustr ations,	Walk. Set up station s featuring different nonfiction text feature s. Studen ts will rotate through the station s analyzing the text feature s and how they help support the central idea Provide studen ts with a short text or passa ge. Studen ts create their visuals (e.g., illustration, chart, graph,	Eye The Giant Squid In the Swim	NEW SEL A What has blue blood and two heart squid of cours e! Story work s -The Blob That Lives Fore ver - Mons ter of the Deep	Check for Unders tanding - Readin g Fluenc y Check s							
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		t and enhan ce the central idea of the text.									
2	how the graphi cs and visuals suppor t the central idea. I can explain how the graphi cs and visuals suppor t a text's central ideas by providing eviden ce, clarifying conce pts, or revealing new perspe ctives. I can use textual eviden ce to	Provid e studen ts with a historic al text or biogra phy that has a seque nce of events . Studen ts create a timelin e to repres ent the key events and suppor t the central idea of the text	Insect opedi	Check for Unders tanding - Readin g Fluenc y Check s Exit Ticket - RACE R respon se explain ing how the graphic s and visuals suppor t the							

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	- 1	Contin ue Readin g RL.MF. 4.6	repres entatio n (like a paintin g, film adapta tion, or dramat ic perfor mance) reflect s or interpr ets the specific c details and directi ons identified in the literary text. I can use eviden ce from both the text and the repres	During a read- aloud sessio n, pause at key descri ptive mome nts and ask studen ts to quickly sketch what they think the scene or object looks like. Afterw ard, compa re their drawin gs and discus s how differe nt parts of the text led to other interpr etation s Studen		Story work s- Special Colle ction: Gripp ing Myst eries	Daily Check for Unders tanding - Readin g Fluenc y Check s -Exit Ticket - Provid e student s with descriptions or directions from a text and corres pondin g images . Ask them to match each description with the correct visual repres entation.													
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Continue Reading RI.AA 4.7 Review Standards needed d for NJSLA	or builds a strong argum entI can consid er how the author's eviden ce clarifie s compl ex conce ptsI can consid er how the author's eviden ce persua des the readerI can	Theme Animal s in Captivi ty In small groups, studen ts read a passa ge and then discus s how the author develo ps a specific idea using facts and details. Each group can focus on a differe nt paragraph or section of the text and then share their finding s with the class. After readin g a	Story of the Shopp ing Mall Gorilla	<u>e</u> -	Target ed Assign ment for standa rd RI.AA. 4.7							
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3	New Readin g RI.CT.4 .8	I can recogn ize and analyz e recurri ng theme s, topics, and pattern s of events across inform ational texts from differe nt culture s.	perspe ctives influen ce the events and charac ters in the readin g Activity: Studen ts read inform ational texts on a similar topic	Dingo A Little Book of Sloth Mam malabi lia	Story work s - Rats: Eww! / Rats: hing Beas t -How to Save a Baby Oran gutan -The Ama zing Histo ry of Dogs	Daily Check for Unders tanding - Readin g Fluenc y Check s Condu ct a class discus sion where student s compa re and contras t the treatm ent of a theme or topic in the inform ational texts they have read. Freckle Assign ment						
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			ts, and take notes on how each author presen ts the inform ation differe ntly. Afterw ard, they discus s their observ ations with the class.										
4	Contin ue Readin g RL.CT. 4.8	event, literary text, author, and cultureI can analyz e recurring theme s, topics, and pattern s of events across	Theme - Asian/ Pacific Island er Aware ness - Cultur al Explor ation: Explor e the cultura I aspect s of the text with studen	Royal Bee Be Water, My Friend : The Early Years of Bruce Lee Ricks haw Girl King for a Day Secret Kingd om: Nek Chand , a	Story work s - AAPI Colle ction Elem entar y DEI Class room	te student s' ability to							

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Assessments

See the Assessment Column in content section

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Introduce the concept of narrative point of view and differentiate between first-and third-person narrations. • First-Person Narration: Explain that in first-person narration, the story is told by a	• Modeling: Read short examples of both first- and third-person narratives. Highlight and discuss the differences in how the story is told. • Anchor Charts: Create visual aids

character within the that outline the story using characteristics of pronouns like "I" first- and thirdand "we" (e.g., "I person narrations walked to the with examples. park"). • Guided Practice: • Third-Person Work with **Narration:** Explain students in small that in third-person groups to identify narration, the story the point of view is told by an outside in various texts. Provide immediate narrator using pronouns like "he," feedback. "she," "they," and • Point of View "it" (e.g., "She Worksheets: Use walked to the worksheets where park"). students identify whether a story is told in the first or third person and explain how they know. • Comparative **Analysis:** Provide paired texts or passages—one written in the first person and the other in the third person—on the same topic or event. Have students compare how the point of view changes the story. • Creative Writing: Have students rewrite a passage from a story using a different point of view (e.g., change a first-person narrative to third person). Discuss how this changes the reader's experience. Compare and contrast multiple accounts of the • Multiple • Modeling: Read

same event or topic; noting important similarities and differences in in the point of view they represent.

Accounts: Explain that multiple accounts refer to different perspectives or versions of the same event or topic, often written by different authors or observed by different people.

• Point of View:
Review the concept
of point of view,
emphasizing how
different people
might see or
describe the same
event in different
ways.

two short texts that describe the same event or topic but from different perspectives. Highlight and discuss the differences and similarities in how the event is portrayed.

• Anchor Charts:

Create visual aids that outline strategies for comparing and contrasting different accounts, including looking for differences in facts, opinions, and interpretations.

• Venn Diagrams:

Use Venn diagrams to help students visually organize similarities and differences between the accounts.

• Text Pairing:

Provide paired texts or passages on the same topic, one a primary source and the other a secondary source, or two different secondary sources. Have students compare how each text presents the information.

• Comparative
Essays: Have
students write
essays comparing
and contrasting
two accounts of

		the same event or topic, discussing how the point of view influences the information presented.
Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Review Definitions and Examples: • Textual Descriptions: Explain that textual descriptions provide details about people, places, events, and actions in a text. • Directions: Explain that directions in a text tell readers how to do something or guide them through a process. • Visual Representation: Introduce the idea that visual representations can include illustrations, diagrams, maps, or charts that depict what is described in the text. • Oral Representation: Explain that oral representations involve reading aloud or verbal explanations that bring the text to life.	-Modeling: Read a passage aloud that includes detailed descriptions or directions. Show an accompanying visual representation, such as a picture or diagram, and discuss how the two are connected. -Text and Image Pairing: Provide texts with accompanying images. Have students identify specific descriptions or directions in the text that match or explain the visuals. -Listening Comprehension: Read aloud a passage that includes directions or descriptions, and have students create a drawing or diagram based on what they hear. -Text-Image Matching Stations: Set up stations with different texts and a variety of images or diagrams. Have students rotate through the stations, matching the text to the correct visual representation and explaining their choices.
Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	Graphics and Visuals: Explain that graphics and visuals include illustrations, charts, graphs,	Modeling: Read a short informational text with accompanying

diagrams, timelines, and animations, and these elements help to convey information in a visual format. visuals (e.g., a diagram or chart). Discuss how the visual supports the central idea of the text. Highlight specific elements in the visual that directly connect to key points in the text.

• Anchor Charts: Create visual aids that outline the types of graphics and how they can be used to support central ideas in a

• Graphic Analysis Worksheets:

text.

Provide
worksheets with
excerpts from texts
and their related
visuals. Have
students answer
questions that
require them to
explain how the
visuals support the
central ideas using
evidence from
both the text and
the visuals.

• Creative Projects: Have students create visuals (e.g., diagrams, charts, or timelines) to accompany a text they've read. They should explain how their visuals support the central ideas, using evidence from the text.

• Summative Assessments: Use

assessments that require students to analyze texts with visuals, identify the central ideas, and explain how the visuals support these ideas with specific evidence. **Modeling:** Read a short passage that includes facts, details, and explanations. Discuss how each element is used to • Introduce the support the author's main concept of idea or reasoning. analyzing how an author uses facts, **Guided Practice:** Work details, and with students in small explanations to groups to identify facts, support ideas or details, and explanations reasoning. in a text. Have them • Facts: Define facts discuss how these as statements that elements contribute to the can be proven true development of the and are used by author's ideas or support authors to support their reasoning. their ideas. Close Reading: Engage Analyze how an author uses facts, details, and • **Details:** Explain students in close reading explanations to develop ideas or to support their that details are activities where they focus reasoning. specific pieces of on identifying and information that analyzing the use of facts, provide more depth details, and explanations. or clarify the Encourage them to author's points. annotate the text, • Explanations: highlighting key elements Describe and writing notes about explanations as the how they contribute to the author's way of author's reasoning. interpreting or clarifying facts and **Debate and Discussion:** details to support Organize debates or their ideas or discussions where

arguments.

students must defend a position using facts, details, and explanations from a text. This helps them see how authors use

these elements to

		strangthan arguments
		strengthen arguments.
	Definitions and Examples: • Themes: Define themes as the underlying messages or central ideas that run through a text, such as friendship,	Modeling: Read aloud two short texts (one literary and one informational) that share a common theme or topic but are from different cultural perspectives. Discuss how each author treats the theme or topic, noting similarities and differences. Venn Diagrams: Use
Compare and contrast the treatment of similar themes, topics, and patterns of events in literary	courage, or justice. • Topics: Explain that topics are the subjects or main ideas around which a text is centered, such as family, nature, or history. • Patterns of	Venn diagrams to help students visually organize similarities and differences in how different cultures approach the same theme, topic, or pattern of events in both literary and informational texts.
and informational texts from authors of different cultures.	Events: Describe patterns of events as the sequence or structure of events that occur in a narrative or informational text. • Cultural Context: Discuss how authors from different cultures	Cultural Exploration: Introduce students to stories, myths, and informational texts from various cultures. Encourage them to explore how cultural context influences the treatment of themes and topics.
	may approach similar themes, topics, or events in unique ways, influenced by their cultural backgrounds.	Class Discussions: Facilitate class discussions where students share their findings on how different cultures approach similar themes or topics in literature and informational texts. Encourage them to provide textual evidence to support their points.

Career Awareness, Exploration, Preparation, and Training

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Life Literacies & Key Skills

TECH.9.4.5.Cl.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., $1.5.5.CR3a$).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

SCI.4.LS1.A	Structure and Function
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources

and events.

SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SOC.6.3.5.GeoGl.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.