

## Education Standards Correlated to



### Railway Jack: The True Story of an Amazing Baboon

by KT Johnston, illustrated by César Samaniego  
from **capstone**

Jim was a South African railway inspector in the late 1800s who lost his legs in an accident while at work. Unable to perform all his tasks with his disability but desperate to keep his job, Jim discovered a brilliant solution, a baboon named Jack. Jim trained Jack to help him both at home and at the depot. But when the railway authorities and the public discovered a monkey on the job, Jack and Jim had to work together to convince everyone that they made a great team. This inspiring true story celebrates the history of service animals and a devoted friendship.

## Colorado Academic Standards (CAS)

### Grade 3

#### Social Studies

CONTENT AREA		History
STANDARD	SS.3.1.1.	Compare primary and secondary sources when explaining the past.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Academic Context and Connections
EVIDENCE OUTCOMES		Disciplinary, Information, and Media Literacy:
INDICATOR	SS.3.1.1.5.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD	SS.3.1.2.	People in the past influence the development and interaction of different communities or regions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Academic Context and Connections
EVIDENCE OUTCOMES		Disciplinary, Information, and Media Literacy:
INDICATOR	SS.3.1.2.1.	Compare and contrast the most important points and key details presented in two texts on the same topic.

## Florida Standards

### Grade 4

#### Social Studies

BODY OF KNOWLEDGE	FL.SS.4.FL.	Financial Literacy
BIG IDEA	SS.4.FL.1.	Earning Income
BENCHMARK	SS.4.FL.1.1.	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

## Georgia Standards of Excellence

### Grade 3

#### Social Studies

STRAND/TOPIC	GA.IPS.3.	Information Processing Skills
STANDARD / DESCRIPTION	IPS.5.	Identify main idea, detail, sequence of events, and cause and effect in a social studies context

STANDARD / DESCRIPTION	IPS.11.	Draw conclusions and make generalizations
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## Grade 4

### Social Studies

STRAND/TOPIC	GA.IPS.4.	<b>Information Processing Skills</b>
STANDARD / DESCRIPTION	IPS.5.	Identify main idea, detail, sequence of events, and cause and effect in a social studies context
STANDARD / DESCRIPTION	IPS.11.	Draw conclusions and make generalizations

## Grade 5

### Social Studies

STRAND/TOPIC	GA.IPS.5.	<b>Information Processing Skills</b>
STANDARD / DESCRIPTION	IPS.5.	Identify main idea, detail, sequence of events, and cause and effect in a social studies context
STANDARD / DESCRIPTION	IPS.11.	Draw conclusions and make generalizations

## Indiana Academic Standards

### Grade 3

#### Social Studies

STANDARD / STRAND	IN.3.	<b>The Local Community and Regional Communities</b>
PROFICIENCY STATEMENT / SUBSTRAND	3.3.	Geography: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.
INDICATOR / STANDARD		Physical Systems
EXPECTATION / INDICATOR	3.3.9.	Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

### Grade 5

#### Social Studies

STANDARD / STRAND	IN.5.	<b>The United States—The Founding of the Republic</b>
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	Economics: Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.
INDICATOR / STANDARD	5.4.6.	Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

## Louisiana Academic Standards

### Grade 3

#### Social Studies

STRAND		<b>Economics</b>
TITLE		Standard 9 - Careers: Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.

PERFORMANCE EXPECTATION	3.9.2 Investigate the responsibilities and characteristics of various jobs
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## Maine Learning Results

### Grade 3

#### Social Studies

STRAND / DOMAIN		Geography
CATEGORY / PERFORMANCE INDICATOR		Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.
STANDARD	Geography 1:	Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

## Maryland College and Career-Ready Standards

### Grade 3

#### Social Studies

STRAND / TOPIC / STANDARD	5.0.	<b>History - Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.</b>
TOPIC / INDICATOR	5.A.	Individuals and Societies Change Over Time
INDICATOR / PROFICIENCY LEVEL	5.A.2.	Investigate how people lived in the past using a variety of sources
OBJECTIVE	5.A.2.b.	Compare family life in the local community by considering jobs, communication, and transportation
STRAND / TOPIC / STANDARD	6.0.	<b>Social Studies Skills and Processes - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</b>
TOPIC / INDICATOR		History: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.
INDICATOR / PROFICIENCY LEVEL	6.D.	Causation & Argumentation
OBJECTIVE	6.D.4.	Summarize the central claim in a secondary work of history

### Grade 4

#### Social Studies

STRAND / TOPIC / STANDARD	6.0.	<b>Social Studies Skills and Processes - Students shall use reading,</b>
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		<b>writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</b>
<b>TOPIC / INDICATOR</b>		History: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.
<b>INDICATOR / PROFICIENCY LEVEL</b>	6.D.	Causation & Argumentation
<b>OBJECTIVE</b>	6.D.4.	Summarize the central claim in a secondary work of history

**Grade 5**

**Social Studies**

<b>STRAND / TOPIC / STANDARD</b>	6.0.	<b>Social Studies Skills and Processes - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</b>
<b>TOPIC / INDICATOR</b>		History: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.
<b>INDICATOR / PROFICIENCY LEVEL</b>	6.D.	Causation & Argumentation
<b>OBJECTIVE</b>	6.D.4.	Summarize the central claim in a secondary work of history

**Massachusetts Curriculum Frameworks**

**Grade 3**

**Social Studies**

<b>FOCUS / COURSE</b>	<b>History and Social Science and the Standards for Literacy</b>	
<b>STRAND</b>	Grade 3 Standards for Reading Informational Text [RI]	
<b>STANDARD / CONCEPT / SKILL</b>	Key Ideas and Details	
<b>INDICATOR</b>	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>INDICATOR</b>	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STANDARD / CONCEPT / SKILL</b>	Craft and Structure	
<b>INDICATOR</b>	4	Determine the meaning of general academic and domain-specific words and phrases relevant to a grade 3 topic or subject area.
<b>STANDARD / CONCEPT / SKILL</b>	Integration of Knowledge and Ideas	
<b>INDICATOR</b>	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison cause/effect, first/second/third in a sequence).
<b>STANDARD / CONCEPT / SKILL</b>	Range of Reading and Level of Text Complexity	
<b>INDICATOR</b>	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts,

exhibiting complexity appropriate for at least grade 3.

## Grade 4

### Social Studies

FOCUS / COURSE	History and Social Science and the Standards for Literacy
STRAND	Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL	Key Ideas and Details
INDICATOR	1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR	2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	Craft and Structure
INDICATOR	4 Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
INDICATOR	5 Describe the overall structure of how a text presents information (e.g., chronology, comparison, cause/effect, problem/solution) on in a text or part of a text.
STANDARD / CONCEPT / SKILL	Integration of Knowledge and Ideas
INDICATOR	7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
STANDARD / CONCEPT / SKILL	Range of Reading and Level of Text Complexity
INDICATOR	10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

## Grade 5

### Social Studies

FOCUS / COURSE	History and Social Science and the Standards for Literacy
STRAND	Grade 5 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL	Key Ideas and Details
INDICATOR	1 Quote or paraphrase a text accurately when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR	2 Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	Craft and Structure
INDICATOR	4 Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR	5 Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	Range of Reading and Level of Text Complexity
INDICATOR	10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

## Michigan Academic Standards

### Grade 3

## Social Studies

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY
GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS
GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

## Grade 4

### Social Studies

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY
GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
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## Grade 5

### Social Studies

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
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STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS
GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

## Mississippi College & Career Readiness Standards

### Grade 3

#### Social Studies

THEME		THIRD GRADE: CITIZENSHIP IN LOCAL GOVERNMENT
SUBJECT		ECONOMICS
STANDARD	E.3.1.	Analyze the role of money within a community and local government.
OBJECTIVE	E.3.1.3.	Interpret job sources and availability.

## Missouri Learning Standards

### Grade 3

#### Social Studies

STRAND: BIG IDEA / STANDARD	3.TS.7.	Knowledge of the use of tools of social science inquiry
CONCEPT: GLE / BENCHMARK	3.TS.7.B.	Use visual tools to communicate information and ideas.
GLE / COMPONENT	3.TS.7.B.a.	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate

		information and ideas.
<b>CONCEPT: GLE / BENCHMARK</b>	<b>3.TS.7.C.</b>	Understanding and supporting, opinion, bias and point of view in sources.
<b>GLE / COMPONENT</b>	<b>3.TS.7.C.b.</b>	Identify point of view in social studies' topics.

## Grade 4

### Social Studies

<b>STRAND: BIG IDEA / STANDARD</b>	<b>4.TS.7.</b>	<b>Knowledge of the use of tools of social science inquiry</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>4.TS.7.B.</b>	Use visual tools to communicate information and ideas.
<b>GLE / COMPONENT</b>	<b>4.TS.7.B.a.</b>	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

## Montana Content Standards

### Grade 3

#### Social Studies

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.3.</b>	<b>Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>
<b>BENCHMARK / STANDARD</b>	<b>3.2.</b>	Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b>
<b>BENCHMARK / STANDARD</b>	<b>4.1.</b>	Students will identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.
<b>BENCHMARK / STANDARD</b>	<b>4.3.</b>	Students will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.

### Grade 4

#### Social Studies

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.3.</b>	<b>Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>
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### Grade 5

#### Social Studies

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.3.</b>	<b>Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>
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BENCHMARK / STANDARD	3.2.	Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.
CONTENT STANDARD / DOMAIN	MT.4.	<b>Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b>
BENCHMARK / STANDARD	4.1.	Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.

## New Hampshire College and Career Ready Standards

### Grade 3

#### Social Studies

STRAND / STANDARD		<b>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</b>
STANDARD / GLE	SS:GE:3:	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
GRADE LEVEL EXPECTATION	SS:GE:4:3.4:	Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.

### Grade 4

#### Social Studies

STRAND / STANDARD		<b>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</b>
STANDARD / GLE	SS:GE:3:	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
GRADE LEVEL EXPECTATION	SS:GE:4:3.4:	Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.

## New Mexico Content Standards

### Grade 3

#### Social Studies

STRAND / CONTENT STANDARD	NM.II:	<b>Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</b>
BENCHMARK /	II-D:	Understand how physical processes shape the Earth's surface patterns and

STANDARD		biosystems.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-D:1.	Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals).

## Grade 5

### Social Studies

STRAND / CONTENT STANDARD	NM.I:	<b>History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:</b>
BENCHMARK / STANDARD	1-D:	Skills: research historical events and people from a variety of perspectives:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1-D:1.	Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;

## New York State Learning Standards and Core Curriculum

### Grade 3

#### Social Studies

STRAND / DOMAIN / UNIFYING THEME	NY.RI.3.	<b>Reading Standards for Informational Text</b>
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPTUAL UNDERSTANDING	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	RI.3.4.	Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	<b>Grade 3: Social Studies Practices</b>
CATEGORY / CLUSTER / KEY IDEA	3P.A.	Gathering, Interpreting, and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	3P.A.5.	Identify inferences.
STRAND / DOMAIN / UNIFYING THEME	NY.3.	<b>Communities around the World</b>
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	3.4.	Each community or culture has a unique history, including heroic figures, traditions, and holidays.

<b>EXPECTATION / CONTENT SPECIFICATION</b>	3.4a.	People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
<b>GRADE EXPECTATION</b>	3.4a.1.	Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.

## Grade 4

### Social Studies

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Key Ideals and Details
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RI.4.4.	Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Range of Reading and Level of Text Complexity
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4P.</b>	<b>Grade 4: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>4P.A.</b>	Gathering, Interpreting, and Using Evidence
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	4P.A.5.	Identify inferences.

## Grade 5

### Social Studies

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.RH.5-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.5-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Range of Reading and Level of Text Complexity
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	RH.5-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5P.</b>	<b>Grade 5: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5P.A.</b>	Gathering, Interpreting, and Using Evidence
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	5P.A.5.	Identify implicit ideas to draw inference, with support.

# Ohio Learning Standards

## Grade 3

### Social Studies

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>THEME: COMMUNITIES: PAST AND PRESENT, NEAR AND FAR</b>
<b>STANDARD / BENCHMARK</b>	GEOGRAPHY STRAND
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	HUMAN SYSTEMS
<b>PROFICIENCY LEVEL</b>	Content Statements:
<b>INDICATOR</b>	7. Systems of transportation and communication move people, products and ideas from place to place.

# Oklahoma Academic Standards

## Grade 3

### Social Studies

<b>CONTENT STANDARD / COURSE</b>	<b>Appendix A Social Studies Practices PK-12 Progression</b>	
<b>STRAND / STANDARD</b>	<b>SSP.4.</b>	Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
<b>OBJECTIVE</b>	<b>4.A.</b>	Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
<b>SKILL / CONCEPT</b>	<b>4.A.2-3.1.</b>	Locate and paraphrase the main idea and supporting details of a text (e.g. primary and secondary sources.)
<b>SKILL / CONCEPT</b>	<b>4.A.2-3.3.</b>	Acquire new academic vocabulary; relate new words to prior knowledge, and apply vocabulary in social studies.
<b>OBJECTIVE</b>	<b>4.B.</b>	Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.
<b>SKILL / CONCEPT</b>	<b>4.B.2-3.2.</b>	Locate facts (e.g. who, what, where, when, why, and how) to demonstrate an understanding of key details in a text.

## Grade 4

### Social Studies

<b>CONTENT STANDARD / COURSE</b>	<b>Appendix A Social Studies Practices PK-12 Progression</b>	
<b>STRAND / STANDARD</b>	<b>SSP.4.</b>	Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
<b>OBJECTIVE</b>	<b>4.A.</b>	Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
<b>SKILL / CONCEPT</b>	<b>4.A.4-5.3.</b>	Acquire and use appropriate academic vocabulary and phrases in a social studies context.

## Grade 5

### Social Studies

<b>CONTENT STANDARD / COURSE</b>	<b>Appendix A Social Studies Practices PK-12 Progression</b>	
<b>STRAND / STANDARD</b>	<b>SSP.4.</b>	Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and

		interpretation of informational sources.
<b>OBJECTIVE</b>	4.A.	Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
<b>SKILL / CONCEPT</b>	4.A.4-5.3.	Acquire and use appropriate academic vocabulary and phrases in a social studies context.

## Texas Essential Knowledge and Skills (TEKS)

### Grade 3

#### Social Studies

TEKS	§113.14.	Social Studies, Grade 3
<b>STUDENT EXPECTATION</b>	§113.14.b.2.	History. The student understands common characteristics of communities, past and present. The student is expected to:
<b>GRADE LEVEL EXPECTATION</b>	§113.14.b.2.B.	Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.
<b>STUDENT EXPECTATION</b>	§113.14.b.17.	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
<b>GRADE LEVEL EXPECTATION</b>	§113.14.b.17.D.	Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.

### Grade 4

#### Social Studies

TEKS	§113.15.	Social Studies, Grade 4
<b>STUDENT EXPECTATION</b>	§113.15.b.22.	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
<b>GRADE LEVEL EXPECTATION</b>	§113.15.b.22.A.	Use social studies terminology correctly.

### Grade 5

#### Social Studies

TEKS	§113.16.	Social Studies, Grade 5
<b>STUDENT EXPECTATION</b>	§113.16.b.25.	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
<b>GRADE LEVEL EXPECTATION</b>	§113.16.b.25.A.	Use social studies terminology correctly.

## Washington DC Academic Standards

### Grade 3

#### Social Studies

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3.	Geography and History of the District of Columbia
<b>STANDARD / ESSENTIAL SKILL</b>		ECONOMY OF THE LOCAL REGION
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	3.3.	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
<b>EXPECTATION</b>	3.3.3.	Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community. (E)

# Washington State K-12 Learning Standards and Guidelines

## Grade 4

### Social Studies

EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SS2:	Uses inquiry-based research.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SS2.4.2.	Identify the main ideas from a variety of print and non-print texts.

# Wisconsin Academic Standards

## Grade 3

### Social Studies

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks
DESCRIPTOR / FOCUS AREA	SS.Geog3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

## Grade 4

### Social Studies

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks
DESCRIPTOR / FOCUS AREA	SS.Geog3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

## Grade 5

### Social Studies

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
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DESCRIPTOR / FOCUS AREA	SS.Geog3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

# International Baccalaureate Organization Standards

## Grade 3

### Social Studies

STRAND	IBO.SS.Y7-9.	Social Studies Scope and Sequence: 7-9 Years
THEME / PHASE	SS.Y7-9.3.	How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of

		organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>CONTENT AREA</b>	SS.Y7-9.3.LO.	Learning Outcomes: The student will be able to:
<b>SKILLS / LEARNING OUTCOMES</b>	SS.Y7-9.3.LO.1.	Identify responsibilities people have in different workplaces.

## Puerto Rico Department of Education (English)

### Grade 3

#### Social Studies

<b>CONTENT STANDARD</b>	<b>PR.CC.3.</b>	<b>Standard #1 Change and Continuity - Studies the life of society in the context of changes and transformations that are produced in time.</b>
<b>DOMAIN</b>		The student is capable of exploring and examining facts and changes that occur in family, community and country.
<b>EXPECTATION</b>	CC.3.1.	Participates in activities corresponding to a determined time and uses relevant vocabulary to refer to facts that happened in a country: past, present, future, agriculture, farming, commerce, industry, occupations, work.

### Grade 4

#### Social Studies

<b>CONTENT STANDARD</b>	<b>PR.CC.4.</b>	<b>Standard #1 Change and Continuity - Studies life of societies in context of the changes and transformations that are produced over time.</b>
<b>DOMAIN</b>		The student is capable of posing questions about works (art work) and acts (activities) of human beings over time.
<b>EXPECTATION</b>	CC.4.6.	Determines the main idea of a paragraph or historic text and communicates it in an oral or written form.
<b>EXPECTATION</b>	CC.4.7.	Builds definitions from key words or phrases that are used in the text.

### Grade 5

#### Social Studies

<b>CONTENT STANDARD</b>	<b>PR.CC.5.</b>	<b>Standard #1 Change and Continuity - Studies the life of societies in context of changes and transformations that are produced over time.</b>
<b>DOMAIN</b>		The student is capable of posing questions about works and acts of human beings over time.
<b>EXPECTATION</b>	CC.5.6.	Determines the main idea from a paragraph or historic text and communicates it in an oral or written manner.
<b>EXPECTATION</b>	CC.5.7.	Builds definitions from key words or phrases that are used in a text.