


inferences from the text.

- RI.4.2 Determine the main idea of a text and explain how it is supported by details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on information in the text.

#### Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Integration of Knowledge and Ideas

- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how information contributes to an understanding of the text.

#### Key Ideas and Details

- RH.6-8 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8 Identify key steps in a text's description of a process related to history/social studies.

#### Craft and Structure

- RI.7.4 Determine the meaning of words and phrases as they are or purpose (e.g., loaded language, inclusion or

avoidance of particular facts).

#### Integration of Knowledge and Ideas

- RI.7.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RI.7.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- RI.7.9 Analyze the relationship between a primary and secondary source on the same topic.

Writing	
<p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• W4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• W7.1: Write arguments focused on discipline specific content</li> <li>• W7.1 a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• W7.2 Write informative/explanatory texts, including the narration of historical events.</li> <li>• W7.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
Text Types and Purposes	
<ul style="list-style-type: none"> <li>• Identifies facts and details that support main ideas.</li> <li>• Asks questions to clarify topics or details.</li> <li>• Uses common organizational patterns to organize information.</li> <li>• Distinguishes between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• States and verifies what is known about the problem or question and makes connections to prior knowledge.</li> <li>• Writes questions independently based on key ideas or areas of focus.</li> <li>• Uses both facts and opinions responsibly by identifying and verifying them.</li> <li>• Interprets information and ideas by defining, classifying, and inferring.</li> <li>• Uses common organizational patterns to organize information in order to draw conclusions.</li> <li>• Forms opinions and judgments backed up by supporting evidence.</li> </ul>

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NYS Relevant Social Studies Themes: grade 4	NYS Relevant Social Studies Themes: grade 7
<ul style="list-style-type: none"> <li>• Development, Movement, and Interaction of Cultures</li> <li>• Time, Continuity, and Change</li> <li>• Geography, Humans, and the Environment</li> <li>• Development and Transformation of Social Structures</li> <li>• Power, Authority, and Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Development, Movement, and Interaction of Cultures</li> <li>• Time, Continuity, and Change</li> <li>• Geography, Humans, and the Environment</li> <li>• Creation, Expansion, and Interaction of Economic Systems</li> <li>• Science, Technology, and Innovation</li> <li>• Global Connections and Exchange</li> </ul>
Thinking Target – NYS SS Framework:	NYS Relevant Social Studies Practices
<ul style="list-style-type: none"> <li>• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.</li> <li>• Recognize, use, and analyze different forms of evidence to support a claim</li> <li>• Identify multiple perspectives from a historical event</li> <li>• Identify chronological significance of dates presented in timelines.</li> <li>• Explain how economic decisions impact the well-being of individuals and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.</li> <li>• Recognize, use, and analyze different forms of evidence to support a claim</li> <li>• Identify multiple perspectives from a historical event</li> <li>• Identify chronological significance of dates presented in timelines.</li> <li>• Explain how economic decisions impact the well-being of individuals and society.</li> </ul>

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New York Social Studies Frameworks 4	New York Social Studies Frameworks 7
<p>4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEWYORK:</p> <ul style="list-style-type: none"><li>• European exploration led to the coloniz</li></ul>	