

Correlation of
We The People Series – Level One
 To the Standards for English Language Arts, Grades 3-5 2015

LESSON TITLES	ELA STANDARDS
<i>Lesson 1</i> What were the British colonies in America like in the 1700s?	Inquiry-Based Literacy Standards Grades 3,4,5 Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. Standard 4: Synthesize integrated information to share learning and/or take action. Reading Informational Text Standards Grades 3,4,5 Standard 2: Demonstrate understanding of spoken words, syllables, and sounds. Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. Standard 4: Read with sufficient accuracy and fluency to support comprehension. Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations Standard 6: Summarize key details and ideas to support analysis of central ideas.
<i>Lesson 2</i> Why did the Founders believe that people needed a government?	
<i>Lesson 3</i> What is a republican government?	
<i>Lesson 4</i> What is a constitutional government?	
<i>Lesson 5</i> What ideas did the Founders use in the Declaration of Independence?	
<i>Lesson 6</i> What were the first state governments like?	
	Writing Standards Grades 3,4,5 Standard 1: Write arguments to support claims with clear reasons and relevant evidence. Standard 2: Write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Communication Standards Grades 3,4,5 Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

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<p><i>Lesson 7</i> What was the first national government like?</p>	<p>Inquiry-Based Literacy Standards Grades 3,4,5 Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. Standard 4: Synthesize integrated information to share learning and/or take action.</p> <p>Reading Informational Text Standards Grades 3,4,5 Standard 1: Demonstrate understanding of the organization and basic features of print. Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. Standard 4: Read with sufficient accuracy and fluency to support comprehension. Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Standard 6: Summarize key details and ideas to support analysis of central ideas. Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p> <p>Writing Standards Grades 3,4,5 Standard 1: Write arguments to support claims with clear reasons and relevant evidence. Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p><i>Lesson 8</i> How was the Philadelphia Convention organized?</p>	
<p><i>Lesson 9</i> How many representatives should each state have in Congress?</p>	
<p><i>Lesson 10</i> What did the Framers do about the problem of slavery?</p>	

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<p><i>Lesson 11</i> What basic ideas about government are included in the Preamble to the Constitution?</p>	<p>Inquiry-Based Literacy Standards Grades 3,4,5 Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>
<p><i>Lesson 12</i> How does the Constitution limit the powers of our government?</p>	<p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. Standard 4: Synthesize integrated information to share learning and/or take action.</p>
<p><i>Lesson 13</i> What is the legislative branch?</p>	<p>Reading Informational Text Standards Grades 3,4,5 Standard 1: Demonstrate understanding of the organization and basic features of print. Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p>
<p><i>Lesson 14</i> What is the executive branch?</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>
<p><i>Lesson 15</i> What is the judicial branch?</p>	<p>Standard 6: Summarize key details and ideas to support analysis of central ideas. Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
<p><i>Lesson 16</i> How did the Constitution create a federal system of government?</p>	<p>Writing Standards Grades 3,4,5 Standard 1: Write arguments to support claims with clear reasons and relevant evidence. Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>Communication Standards Grades 3,4,5 Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>

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<p><i>Lesson 17</i> How does the Constitution protect your right to freedom of expression?</p>	<p>Inquiry-Based Literacy Standards Grades 3,4,5 Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. Standard 4: Synthesize integrated information to share learning and/or take action.</p> <p>Reading – Literary Text (RL) Standard 1: Demonstrate understanding of the organization and basic features of print. Standard 2: Demonstrate understanding of spoken words, syllables, and sounds. Standard 4: Read with sufficient accuracy and fluency to support comprehension. Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>Reading Informational Text Standards Grades 3,4,5 Standard 1: Demonstrate understanding of the organization and basic features of print. Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>Writing Standards Grades 3,4,5 Standard 1: Write arguments to support claims with clear reasons and relevant evidence. Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Communication Standards Grades 3,4,5 Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p><i>Lesson 18</i> How does the Constitution protect your right to freedom of religion?</p>	
<p><i>Lesson 19</i> How does the Constitution protect your right to equal protection of the laws?</p>	
<p><i>Lesson 20</i> How does the Constitution protect your right to due process of law?</p>	
<p><i>Lesson 21</i> How does the Constitution protect your right to vote?</p>	

LESSON TITLES	ELA STANDARDS
<p><i>Lesson 22</i> What is the role of the United States in the world today?</p>	<p>Inquiry-Based Literacy Standards Grades 3,4,5 Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. Standard 4: Synthesize integrated information to share learning and/or take action. Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p>
<p><i>Lesson 23</i> What are some responsibilities of citizens?</p>	<p>Reading Informational Text Standards Grades 3,4,5 Standard 2: Demonstrate understanding of spoken words, syllables, and sounds. Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Standard 6: Summarize key details and ideas to support analysis of central ideas. Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
<p><i>Lesson 24</i> How can citizens promote the common good?</p>	<p>Writing Standards Grades 3,4,5 Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Communication Standards Grades 3,4,5 Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>