

# ELA/Social Studies Crosswalk Example

---

*A model to support reading, writing, speaking and listening through Social Studies and ELA instruction.*

This document is an ongoing commitment to support critical thinking and interdisciplinary learning in elementary classrooms. It was developed and amended throughout the 2016-2017 school year by Missouri teachers. It is provided as a working document for teachers to use, adjust and modify based on their local curriculum and their classroom experience.

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

<b>ELA Missouri Learning Standards: Kindergarten Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Kindergarten Grade level Expectations</b>	
			<b>Self, Family and School</b> <i>In Kindergarten, students engage in the study of themselves, their families, and their schools. They will learn how to participate and use effective citizenship skills. They will explore their families, their classrooms, and their schools through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their schools requires that students generate and research compelling questions.</i>	
<b>Reading</b>				
	1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	With assistance, develop and demonstrate reading skills in response			
<b>K.R.1.A.a</b>	a. predicting what might happen next in a text based on the cover, title, and illustrations			
<b>K.R.1.A.b</b>	b. asking and responding to questions about texts read aloud			
<b>K.R.1.A.c</b>	c. retelling main ideas or important facts from a readaloud or familiar story			
<b>K.R.1.A.d</b>	d. connecting the information and events of a text to experiences		Identify the flag as a symbol of our nation.	K.PC.1.F.a
<b>K.R.1.A.e</b>	e. recognizing beginning, middle, and end			
<b>R.1.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	With assistance, develop an understanding of vocabulary by:			
<b>K.R.1.B.a</b>	a. identifying and sorting pictures of objects into conceptual categories		Use visual tools to communicate information	K.TS.7.B
<b>K.R.1.B.b</b>	b. demonstrating understanding of opposites (antonyms)			
<b>K.R.1.B.c</b>	c. distinguishing meaning between verbs describing the same action			
<b>K.R.1.B.d</b>	d. using a picture dictionary to find words			

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

<b>K.R.1.B.e</b>	e. use words and phrases acquired through conversations, reading and being read to, and responding to texts		Recite the Pledge of Allegiance.	K.PC.1.F.b
<b>R.1.C</b>	C. Making Connections (6-12 Correlation Reading Literary 3B)			
	With assistance, determine connection between:			
<b>K.R.1.C.a</b>	a. text to self (text ideas and own experiences)			
<b>K.R.1.C.b</b>	b. text to text (text ideas including similarities and differences in fiction and nonfiction)			

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>	<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>R.1.D</b>	D. Independent Text (No 6- 12 Correlation)	
	Read independently for sustained periods of time by:	
<b>K.R.1.D.a</b>	a. engaging with text as developmentally appropriate	
	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures	
<b>R.2.A</b>	A. Fiction (6-12 Correlation Reading Literary	
	With assistance, read, infer, and draw conclusions to:	
<b>K.R.2.A.a</b>	a. identify elements of a story, including setting, character, and key events	
<b>K.R.2.A.b</b>	b. retell a main event from a stories read aloud and familiar stories	
<b>K.R.2.A.c</b>	c. recognize sensory details and recurring phrases	
<b>K.R.2.A.d</b>	d. recognize different types of texts	
<b>K.R.2.A.e</b>	e. name author and illustrator of a story and describe how each is telling the story	
<b>K.R.2.A.f</b>	f. compare and contrast adventures of characters in familiar stories	
<b>K.R.2.A.g</b>	g. ask and answer questions about unknown words in text	
<b>R.2.B</b>	B. Poetry (6-12 Correlation Reading Literary 1A,	
<b>K.R.2.B.a</b>	With assistance, read, infer, and draw conclusions to:  a. respond to rhythm and rhyme through	
<b>R.2.C</b>	C. Drama (6-12 Correlation Reading Literary 1A,	
<b>K.R.2.C.a</b>	With assistance, read, infer, and draw conclusions to:  a. identify characters in a puppet play or	
	3. Develop and apply skills and strategies to	

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a			
<b>R.3.A</b>	A. Text Features (6-12 Correlation Reading			
	With assistance, read, infer, and draw conclusions to:			
<b>K.R.3.A.a</b>	a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations			
<b>K.R.3.A.b</b>	b. use titles and illustrations to make predictions about text			
<b>K.R.3.A.c</b>	c. identify text features		Match legend symbols to map features.	K.EG.5.A.c
<b>K.R.3.A.d</b>	d. identify the meaning of environmental print			
<b>R.3.B</b>	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)			
<b>K.R.3.B.a</b>	With assistance, read, infer, and draw conclusions to:			
<b>R.3.C</b>	C. Text Structures (6-12 Correlation Reading			
	With assistance, read, infer, and draw conclusions to:			
<b>K.R.3.C.a</b>	a. ask and answer questions to clarify meaning		Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.).	K.EG.5.B
<b>K.R.3.C.b</b>	b. identify basic similarities and differences between two texts on the same topic			
<b>K.R.3.C.c</b>	c. name the main topic and recall key details of the text			
<b>K.R.3.C.d</b>	d. ask and answer questions about unknown words in a text			
	4. Comprehend and analyze words, images, graphics, and sounds in various media and			
<b>R.4.A</b>	A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)			
	With assistance, develop an awareness of media literacy by:			
<b>K.R.4.A.a</b>	a. identifying different forms of media		Label and analyze different sources with guidance and support.	K.TS.7.A.a

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>K.R.4.A.b</b>	b. identifying techniques used in media		
	<b>Reading Foundations</b>		
	1. Understand how English is written and read.		
<b>RF.1.A</b>	A. Print Awareness (No 6-12 Correlation)		
	Develop print awareness in the reading process by:		
<b>K.RF.1.A.a</b>	a. identifying all upper- and lowercase letters		
<b>K.RF.1.A.b</b>	b. sequencing the letters of the alphabet		
<b>K.RF.1.A.c</b>	c. demonstrating books are read left to right, top to bottom		
<b>K.RF.1.A.d</b>	d. demonstrating that written words are made up of different letters		
<b>K.RF.1.A.e</b>	e. knowing that a sentence is comprised of a group of words separated by spaces		
<b>K.RF.1.A.f</b>	f. demonstrating one-to-one correspondence between spoken words		
	2. Understand how English is written and read.		
<b>RF.2.A</b>	A. Phonemic Awareness (No 6-12 Correlation)		
	Develop phonemic awareness in the reading process by:		
<b>K.RF.2.A.a</b>	a. identifying sounds in spoken words		
<b>K.RF.2.A.b</b>	b. producing rhymes in response to spoken words		
<b>K.RF.2.A.c</b>	c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs		
<b>K.RF.2.A.d</b>	d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound		
<b>K.RF.2.A.e</b>	e. blending spoken onsets and rimes to form simple words		

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>	<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>K.RF.2.A.f</b>	f. blending spoken phonemes to form one-syllable words	
<b>K.RF.2.A.g</b>	g. isolating the initial, medial, and final sounds in spoken words	
<b>K.RF.2.A.h</b>	h. segmenting spoken words into two or three phonemes	
3. Understand how English is written and read.		
<b>RF.3.A</b>	A. Phonics (No 6-12 Correlation)	
	Develop phonics in the reading process by:	
<b>K.RF.3.A.a</b>	a. producing and writing letter(s) for most short vowel and consonant sounds	
<b>K.RF.3.A.b</b>	b. reading high-frequency words	
<b>K.RF.3.A.c</b>	c. blending letter sounds to decode simple words	
<b>K.RF.3.A.d</b>	d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound	
4. Understand how English is written and read.		
<b>RF.4.A</b>	A. Fluency (No 6-12 Correlation)	
<b>K.RF.4.A</b>	Read, with support, appropriate texts with purpose and	
<b>Writing</b>		
1. Apply a writing process to develop a text for audience and purpose.		
<b>W.1.A</b>	A. Prewriting (6-12 Correlation Writing 2A)	
<b>K.W.1.A.a</b>	Follow a writing process, with assistance, to generate a writing plan through:  a. using pictures, oral language or written letters	
<b>W.1.B</b>	B. Draft (6-12 Correlation Writing 2A)	
<b>K.W.1.B.a</b>	Appropriate to genre type, develop a draft from prewriting by:  a. sequencing the actions or details through	

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>W.1.C</b>	C. Revise/Edit (6-12 Correlation Writing 3A)			
	Reread, revise, and edit drafts with assistance from adults/peers to:			
<b>K.W.1.C.a</b>	a. respond to questions and suggestions, adding details to strengthen writing			
<b>K.W.1.C.b</b>	b. edit by leaving spaces between words in a sentence			
<b>W.1.D</b>	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)			
<b>K.W.1.D.a</b>	With assistance from adults/peers:  a. explore a variety of conventional/digital tools to produce and publish writing			
	2. Compose well-developed writing texts for			
<b>W.2.A</b>	A. Opinion/Argumentative (6-12 Correlation			
	With assistance, draw/write opinion texts that:			
<b>K.W.2.A.a</b>	a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied		Discuss the concept of individual rights	K.PC.1.C
<b>K.W.2.A.b</b>	b. give logical reasons for suggesting that others follow a particular course of action or line of thinking		Identify reasons for making rules within the school.	K.PC.1.B
<b>K.W.2.A.c</b>	c. use words that are related to the topic		Describe roles and responsibilities of people in authority in families and in groups.	K.GS.2.D
<b>W.2.B</b>	B. Informative/Explanatory (6-12 Correlation			
	With assistance, draw or write informative/explanatory texts that:			
<b>K.W.2.B.a</b>	a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied		Describe the character traits of role models within your family or school.	K.PC.1.E
<b>K.W.2.B.b</b>	b. use words that are related to the topic			
<b>W.2.C</b>	C. Narrative/Literary (6-12 Correlation Writing			

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	With assistance, draw or write fiction or non-fiction narratives and poems that:			
<b>K.W.2.C.a</b>	a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined		Share stories related to your family cultural traditions and family lore.	K.RI.6.C
<b>K.W.2.C.b</b>	b. tell the reader about a character or personal event		Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.	K.H.3.C
<b>K.W.2.C.c</b>	c. place events in the order they occurred		Compare your family in the past and present.	K.H.3.B.b
<b>K.W.2.C.d</b>	d. use words that are related to the topic		Create a personal history.	K.H.3.B.a
<b>K.W.2.C.e</b>	e. provide a reaction to what happened in the events		Describe how groups need to make decisions and how those decisions are made in families and classrooms.	K.GS.2.C
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing			
	With assistance, apply research process to:			
<b>K.W.2.A.a</b>	a. generate a list of open-ended questions about topics of class interest		Ask questions and find answers about a topic, with assistance.	<b>K.TS.7.E</b>
<b>K.W.2.A.b</b>	b. decide what sources or people in the classroom, school, library, or home can answer their questions		Identify maps as representations of real places.	K.EG.5.A.a
<b>K.W.2.A.c</b>	c. gather evidence from sources		With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home etc.	K.EG.5.A.b
<b>K.W.2.A.d</b>	d. use pictures in conjunction with writing when documenting research		Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.	K.TS.7.A.b

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	<b>Language</b>			
	1. Communicate using conventions of English			
<b>L.1.A</b>	A. Grammar (6-12 Correlation Writing 3A)			
	In speech and written form, apply standard English grammar to:		Share findings about a topic.	K.TS.7.D
<b>K.L.1.A.a</b>	a. identify naming words (nouns) and action words (verbs)			
<b>K.L.1.A.b</b>	b. use plural nouns when speaking			
<b>K.L.1.A.c</b>	c. express time and space			
<b>K.L.1.A.d</b>	d. demonstrate the use of complete sentences in shared language activities			
<b>K.L.1.A.e</b>	e. use question words in sentences			
<b>L.1.B</b>	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)			
	In written text:			
<b>K.L.1.B.a</b>	a. print in upper- and lowercase letters			
<b>K.L.1.B.b</b>	b. recognize that a sentence ends with punctuation marks			
<b>K.L.1.B.c</b>	c. capitalize own first and last name			
<b>K.L.1.B.d</b>	d. capitalize first word in a sentence			
<b>K.L.1.B.e</b>	e. capitalize the pronoun <i>I</i>			
<b>K.L.1.B.f</b>	f. write and name the printed letters that match the sound			
<b>K.L.1.B.g</b>	g. use inventive spelling with beginning, final, and medial sounds			
<b>K.L.1.B.h</b>	h. write and name letters for consonant and vowel sounds			
<b>K.L.1.B.i</b>	i. use correct spelling of own first and last names			
	<b>Speaking/Listening</b>			
	1. Listen for a purpose			

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>SL.1.A</b>	A. Purpose (6-12 Correlation)			
	Develop and apply effective listening skills and strategies in formal and informal settings by:			
<b>K.SL.1.A.a</b>	a. following classroom listening rules			
<b>K.SL.1.A.b</b>	b. continue a conversation through multiple exchanges			
<b>K.SL.1.A.c</b>	c. following one-step instructions, according to classroom			
	2. Listen for entertainment			
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)			
<b>K.SL.2.A.a</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:			
	a. demonstrating active listening, according to classroom expectations		Explain how to resolve disputes peacefully in the classroom and on the playground.	K.RI.6.B
	3. Speak effectively in collaborative discussions			
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)			
	Speak clearly using conventions of language when presenting individually or with a group by:			
<b>K.SL.3.A.a</b>	a. taking turns speaking, according to classroom expectations		Describe how you and your family remember and commemorate your cultural heritage.	K.RI.6.D.4
<b>K.SL.3.A.b</b>	b. continue a conversation through multiple exchanges			
<b>K.SL.3.A.c</b>	c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media		Describe examples of scarcity within your family and school.	K.E.4.A.a
			Describe examples of opportunity cost within your family and school.	K.E.4.A.b
			Describe examples of needs and wants within your family and school.	K.E.4.A.c
	4. Speak effectively when presenting			
<b>SL.4.A</b>	A. Presenting (6-12 Correlation)			
	Speak clearly and audibly using conventions of language when presenting			

**ELEMENTARY ELA/Social Studies Crosswalk—Kindergarten**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>	
<b>K.SL.4.A.a</b>	a. describing personal experiences using a prop, picture, or other visual aid		Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	K.RI.6.A
<b>K.SL.4.A.b</b>	b. speaking in complete sentences			

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
			<b>School &amp; Community</b>	
			<i>In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today. The study of how students fit into society requires that students generate and research compelling questions.</i>	
	<b>Reading</b>			
	1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	Develop and demonstrate reading skills in response to reading text and read-alouds by:			
<b>1.R.1.A.a</b>	a. predicting what will happen next using prior knowledge			
<b>1.R.1.A.b</b>	b. asking and responding to relevant questions			
<b>1.R.1.A.c</b>	c. seeking clarification and locating facts and details about stories and other texts		Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	1.H.3.C
<b>1.R.1.A.d</b>	d. retelling main ideas in sequence including key details		Compare and contrast our community in the past and present (e.g., schools, land usage,	1.H.3.B
<b>1.R.1.A.e</b>	e. recognizing beginning, middle, and end			
<b>1.R.1.A.f</b>	f. monitoring comprehension and making corrections and adjustments			
<b>R.1.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	Develop an understanding of vocabulary by:			
<b>1.R.1.B.a</b>	a. use common affixes to figure out the meaning of a word			
<b>1.R.1.B.b</b>	b. identify common root words and their inflectional endings			
<b>1.R.1.B.c</b>	c. identifying words that name actions and words that name persons, places, or things			
<b>1.R.1.B.d</b>	d. recognizing that compound words are made up or shorter words			

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

<b>1.R.1.B.e</b>	e. determining what words mean from how they are used in context of a sentence either heard or read		
------------------	---	--	--

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>1.R.1.B.f</b>	f. sorting words into conceptual categories			
<b>1.R.1.B.g</b>	g. distinguishing shade of meaning among verbs and adjectives			
<b>1.R.1.B.h</b>	h. locating words in a dictionary	This can be used with all social studies' topic vocabulary words.		
<b>1.R.1.B.i</b>	i. use words and phrases acquired through conversations, reading and being read to, and responding to texts		Describe examples of scarcity within your school and community.	1.E.4.A.a
			Describe examples of goods and services within your school and community	1.E.4.A.b
			Describe consumers and producers and the relationship to goods and services within your school and community.	1.E.4.A.c
<b>R.1.C</b>	C. Making Connections (6-12 Correlation Reading			
<b>1.R.1.C.a</b>	Determine connection between:  a. text to text (text ideas, including similarities and differences in fiction and nonfiction)			
<b>R.1.D</b>	D. Independent Text (No 6- 12 Correlation)			
	Read independently for multiple purposes over sustained periods of time by:			
<b>1.R.1.D.a</b>	a. engaging with and reading text that is developmentally appropriate			
<b>1.R.1.D.b</b>	b. producing evidence of reading			
	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
<b>R.2.A</b>	A. Fiction (6-12 Correlation Reading Literary 1A)			
	Read, infer, analyze, and draw conclusions to:			
<b>1.R.2.A.a</b>	a. describe characters, setting, problem, solution and events in logical sequences			
<b>1.R.2.A.b</b>	b. describe the main idea of a story			
<b>1.R.2.A.c</b>	c. describe sensory details			

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>1.R.2.A.d</b>	d. explain recurring phrases and why they are used		
<b>1.R.2.A.e</b>	e. explain the actions of the main character and the reason for those actions		
<b>1.R.2.A.f</b>	f. identify who is telling the story		
<b>1.R.2.A.g</b>	g. compare and contrast adventures and experiences of characters in stories		
<b>R.2.B</b>	B. Poetry (6-12 Correlation Reading Literary 1A,		
<b>1.R.2.B.a</b>	Read, infer, and draw conclusions to:  a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds		
<b>R.2.C</b>	C. Drama (6-12 Correlation Reading Literary 1A,		
	Read, infer, and draw conclusions to:		
<b>1.R.2.C.a</b>	a. identify characters and dialogue in plays or performances by actors		
<b>1.R.2.C.b</b>	b. recognize sensory details in literary texts		
	3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a		
<b>R.3.A</b>	A. Text Features (6-12 Correlation Reading		
	Read, infer, and draw conclusions to:		
<b>1.R.3.A.a</b>	a. use text features to restate the main idea		
<b>1.R.3.A.b</b>	b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed by words		

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
1.R.3.A.c	c. use text features to locate specific information in text		Use a compass rose to identify cardinal directions.	1.EG.5.A.d
1.R.3.A.d	d. follow written multi-step directions with picture cues to assist with understanding		With assistance, read, construct, and use maps which have a title and key.	1.EG.5.A.b
<b>R.3.B</b>	<b>B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)</b>			
	Read, infer, and draw conclusions to:			
1.R.3.B.a	a. distinguish between fiction and nonfiction			
1.R.3.B.b	b. identify examples of sensory details			
<b>R.3.C</b>	<b>C. Text Structures (6-12 Correlation Reading</b>			
	Read, infer, and draw conclusions to:			
1.R.3.C.a	a. ask and answer questions to clarify meaning			
1.R.3.C.b	b. identify main ideas and provide supporting details			
1.R.3.C.c	c. describe the connection between two individuals, events, ideas, or pieces of information in a text		Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	1.GS.2.D
1.R.3.C.d	d. identify the reasons an author gives to support points in a text			
1.R.3.C.e	e. identify similarities and differences between texts on the same topic		Identify and analyze primary and secondary sources in classroom discussion with guidance and support.	1.TS.7.A.a
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.			
<b>R.4.A</b>	<b>A. Digital and Media Literacy (6-12 Correlation</b>			
	With assistance, develop an awareness of media literacy by:			
1.R.4.A.a	a. distinguishing purposes of media		Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.	1.EG.5.A.c
1.R.4.A.b	b. explaining techniques used in media		Identify globes as representations of real places.	1.EG.5.A.a
	<b>Reading Foundations</b>			
	1. Understand how English is written and read.			
<b>RF.1.A</b>	<b>A. Print Awareness (No 6-12 Correlation)</b>			
	Develop print awareness in the reading process by:			

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>1.RF.1.A.a</b>	a. recognizing that sentences are comprised of words separated by spaces		
<b>1.RF.1.A.b</b>	b. recognizing the distinguishing features of a sentence		
	2. Understand how English is written and read.		
<b>RF.2.A</b>	A. Phonemic Awareness (No 6-12 Correlation)		
	Develop phonemic awareness in the reading process by:		
<b>1.RF.2.A.a</b>	a. producing and identifying sounds and syllables in spoken words		
<b>1.RF.2.A.b</b>	b. distinguishing between long and short vowel sounds		
<b>1.RF.2.A.c</b>	c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed		
<b>1.RF.2.A.d</b>	d. blending spoken phonemes to form one- or two-syllable words including consonant		
<b>1.RF.2.A.e</b>	e. segmenting spoken words of three to five phonemes into individual		
	3. Understand how English is written and read.		
<b>RF.3.A</b>	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:		
<b>1.RF.3.A.a</b>	a. decoding words in context by using letter-sound knowledge for single letters		
<b>1.RF.3.A.b</b>	b. identifying letters for the spelling of short and long vowels		
<b>1.RF.3.A.c</b>	c. producing consonant blends		
<b>1.RF.3.A.d</b>	d. producing consonant digraphs		
<b>1.RF.3.A.e</b>	e. combining sounds from letters and common spelling patterns to create and decode recognizable words		
<b>1.RF.3.A.f</b>	f. using syllabication patterns to decode words		
<b>1.RF.3.A.g</b>	g. read irregularly spelled words		

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>1.RF.3.A.h</b>	h. reading root words with inflectional endings		
<b>1.RF.3.A.i</b>	i. reading contractions and compound words		
<b>1.RF.3.A.j</b>	j. reading high-frequency words		
<b>1.RF.3.A.k</b>	k. demonstrating decoding skills when reading		
	4. Understand how English is written and read.		
<b>RF.4.A</b>	A. Fluency (No 6-12 Correlation)		
<b>1.RF.4.A.a</b>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension		
	a. use context to confirm or self-correct word recognition and understanding,		
	<b>Writing</b>		
	1. Apply a writing process to develop a text for audience and purpose.		
<b>W.1.A</b>	A. Prewriting (6-12 Correlation Writing 2A)		
<b>1.W.1.A.a</b>	Follow a writing process to plan a first draft by:		
	a. brainstorming and recording key ideas		
<b>W.1.B</b>	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:		
<b>1.W.1.B.a</b>	a. sequencing ideas into sentences and staying on topic throughout the text		
<b>1.W.1.B.b</b>	b. generating evidence of a simple opening and simple closing		
<b>W.1.C</b>	C. Revise/Edit (6-12 Correlation Writing 3A)		

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	Reread, revise, and edit drafts with assistance from adults/peers to:			
<b>1.W.1.C.a</b>	a. respond to questions and suggestions, clarifying meaning by adding details to sentence <b>construction and strengthening writing</b>			
<b>1.W.1.C.b</b>	b. edit by leaving spaces between words in sentences			
<b>1.W.1.C.c</b>	c. edit for language conventions			
<b>W.1.D</b>	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)			
<b>1.W.1.D.a</b>	With assistance from adults/peers:  a. use a variety of conventional/digital tools to produce and publish writing			
	2. Compose well-developed writing texts for			
<b>W.2.A</b>	A. Opinion/Argumentative (6-12 Correlation Write opinion texts that:			
<b>1.W.2.A.a</b>	a. introduce a topic or text being studied			
<b>1.W.2.A.b</b>	b. state an opinion about the topic or text and provide a reason for the opinion			
<b>1.W.2.A.c</b>	c. use some specific words that are related to the topic			
<b>1.W.2.A.d</b>	d. follow a sense of order in writing			
<b>1.W.2.A.e</b>	e. provide some sense of closure			
<b>W.2.B</b>	B. Informative/Explanatory (6-12 Correlation Write informative/ explanatory texts that:			
<b>1.W.2.B.a</b>	a. introduce a topic or text being studied and supply facts		Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).	1.GS.2.C

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>1.W.2.B.b</b>	b. use some specific words that are related to the topic			
<b>1.W.2.B.c</b>	c. follow a sense of order in writing			
<b>1.W.2.B.d</b>	d. create some sense of closure			
<b>W.2.C</b>	C. Narrative/Literary (6-12 Correlation Writing 2A)			
	Write fiction or non-fiction narratives and poems that:			
<b>1.W.2.C.a</b>	a. narrate a story or experience		Recognize and explain the significance of symbols of your local community.	1.PC.1.F.b
<b>1.W.2.C.b</b>	b. use details to describe the story or experience		Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	1.PC.1.F.a
<b>1.W.2.C.c</b>	c. place events in the order they occurred			
<b>1.W.2.C.d</b>	d. use linking words to indicate beginning/middle/end			
<b>1.W.2.C.e</b>	e. use words that are related to the topic			
<b>1.W.2.C.f</b>	f. provide a reaction to what happened in the events		Identify and explain why cities make laws .	1.PC.1.B
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing 1A)			
	With assistance, apply research process to:			
<b>1.W.3.A.a</b>	a. generate a list of open-ended questions about topics of interest		Ask supporting questions and find answers about a social studies topic, with assistance.	1.TS.7.E
<b>1.W.3.A.b</b>	b. decide what sources of information might be relevant to answer these questions		Describe and analyze primary and secondary social studies' sources in classroom discussion, with	2.TS.7.A.a

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>1.W.3.A.c</b>	c. gather personal and natural evidence from available sources as well as from interviews with local experts		Describe how your community commemorates its cultural heritage.	1.RI.6.D
<b>1.W.3.A.d</b>	d. organize information found during group or individual research, using graphic organizers or other aids		Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	1.TS.7.A.b
			Create visual tools to communicate information.	1.TS.7.B
<b>1.W.3.A.e</b>	e. make informal presentations of information gathered		Share findings about a topic.	1.TS.7.D
<b>1.W.3.A.f</b>	f. self-evaluate using previously established teacher/student criteria			
	<b>Language</b>			
	1. Communicate using conventions of English			
<b>L.1.A</b>	A. Grammar (6-12 Correlation Writing 3A)			
	In speech and written form, apply standard English grammar to:			
<b>1.L.1.A.a</b>	a. use nouns and action verbs that designate past, present, and future in sentences		Recount stories about locations, people, and events in your community.	1.RI.6.C
<b>1.L.1.A.b</b>	b. use adjectives/adverbs in sentences			
<b>1.L.1.A.c</b>	c. use the conjunctions <i>and</i> , <i>but</i> , and <i>so</i> in sentences			
<b>1.L.1.A.d</b>	d. use the articles <i>a</i> , <i>an</i> , and <i>the</i> in sentences			
<b>1.L.1.A.e</b>	e. use common prepositions			
<b>1.L.1.A.f</b>	f. use common pronouns			
<b>1.L.1.A.g</b>	g. produce complete simple and compound sentences		Describe the character traits of role models within your community.	1.PC.1.E
<b>L.1.B</b>	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)			
	In written text:			

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

<b>1.L.1.B.a</b>	a. print legibly, using correct spacing between words and sentences		
------------------	---	--	--

ELEMENTARY ELA/Social Studies Crosswalk—First Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>1.L.1.B.b</b>	b. use ending punctuation			
<b>1.L.1.B.c</b>	c. capitalize the first letter of others' first and last names			
<b>1.L.1.B.d</b>	d. use commas to separate single words in a series			
<b>1.L.1.B.e</b>	e. spell words using regular spelling patterns			
<b>1.L.1.B.f</b>	f. spell words phonetically using phonemic awareness and spelling knowledge			
<b>1.L.1.B.g</b>	g. arrange appropriate words in alphabetical order to the first letter			
	<b>Speaking/Listening</b>			
	1. Listen for a purpose			
<b>SL.1.A</b>	A. Purpose 6-12 Correlation Speaking/Listening 1A,			
	Develop and apply effective listening skills and strategies in formal and informal settings by:			
<b>1.SL.1.A.a</b>	a. following classroom listening rules		Discuss how individual rights are protected.(Bill of Rights)	1.PC.1.C
<b>1.SL.1.A.b</b>	b. build on others' talk in conversations by responding to the comments of others		Give examples of being an active and informed citizen in your classroom and community.	1.PC.1.D
<b>1.SL.1.A.c</b>	c. following two-step instructions, according to classroom expectations			
	2. Listen for entertainment			
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)			
<b>1.SL.2.A.a</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:  a. demonstrating active listening, according to classroom expectations			
	3. Speak effectively in collaborative discussions			
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)			

**ELEMENTARY ELA/Social Studies Crosswalk—First Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>	
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress,	1.RI.6.A
<b>1.SL.3.A.a</b>	a. taking turns speaking, according to classroom expectations		Propose peaceful resolutions of disputes in the classroom and on the playground.	1.RI.6.B
<b>1.SL.3.A.b</b>	b. build on others' talk in conversations by responding to comments of others		Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication	1.EG.5.C.b
<b>1.SL.3.A.c</b>	c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions		Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.	1.EG.5.C.a
	<b>4. Speak effectively when presenting</b>			
<b>SL.4.A</b>	<b>A. Presenting (6-12 Correlation Speaking/Listening)</b>			
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group			
<b>1.SL.4.A.a</b>	a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding		Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to one or more other places.	1.EG.5.B
<b>1.SL.4.A.b</b>	b. reciting poetry with a group or individually			
<b>1.SL.4.A.c</b>	c. using complete sentences, adjusting volume, as needed			

ELEMENTARY ELA/Social Studies Crosswalk—Second Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
			<b>Regions</b>	
			<p><i>In Grade 2 students engage in the study of Geography as it relates to the cultural, economic, and political characteristics of the regions of both Missouri and the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore various regions through the disciplines of history, civics, and economics. The study of geography requires that students generate and research compelling question.</i></p>	
	<b>Reading</b>			
	1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	Develop and demonstrate reading skills in response to text by:			
<b>2.R.1.A.a</b>	a. using text features to make and confirm predictions, or explain why not confirmed		Describe why people of different groups settle more in one place or region than another.	2.EG.5.F.c
<b>2.R.1.A.b</b>	b. asking and responding to relevant questions		Analyze how being an active and informed citizen makes a difference in your community.	2.PC.1.D.a
<b>2.R.1.A.c</b>	c. seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text		Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.)	2.H.3.C
<b>2.R.1.A.d</b>	d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral		Recall stories and songs that reflect the cultural history of various regions in the US, including stories of regional folk figures, Native American legends, and African American folktales.	2.RI.6.C
<b>2.R.1.A.e</b>	e. monitoring comprehension and making corrections and adjustments			
<b>R.2.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	Develop an understanding of vocabulary by:			

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>2.R.1.B.a</b>	a. using prefixes, root words, and suffixes to determine the meaning of words			
<b>2.R.1.B.b</b>	b. using knowledge of the meaning of individual words to determine the meaning of compound words			
<b>2.R.1.B.c</b>	c. using context to determine the meaning of a new word or multiple-meaning word in text		Describe the importance of the Pledge of Allegiance.	2.PC.1.F.a

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>2.R.1.B.d</b>	d. using antonyms and synonyms			
<b>2.R.1.B.e</b>	e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases	Social Studies Vocabulary Words		
<b>2.R.1.B.f</b>	f. distinguishing meaning among closely related verbs and adjectives			
<b>2.R.1.B.g</b>	g. recognizing that some words have literal and non-literal meanings			
<b>2.R.1.B.h</b>	h. using conversational, general academic, and domain-specific words and phrases		Describe consumption and production and the relationship to goods and services within your region.	2.E.4.A.a
			Demonstrate how people use money to buy and sell goods and services.	2.E.4.A.b
			Demonstrate how people barter to exchange goods and services.	2.E.4.A.c
			Explain the relationship of income, labor, and wages.	2.E.4.A.d
<b>R.1.C</b>	<b>C. Making Connections (6-12 Correlation Reading)</b>			
	Determine relevant connections between:			
<b>2.R.1.C.a</b>	a. text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction)	This could be done with any social studies' content area when you're given two or more texts on a topic.		
<b>2.R.1.C.b</b>	b. text to world (text ideas to experiences in the world)	This could be done with any social studies' content area when you're given texts on a topic.	Explain and give examples of how laws and rules are made and changed within the community.	2. PC. 1.B.a
<b>R.1.D</b>	<b>D. Independent Text (No 6- 12 Correlation)</b>			
	Read independently for multiple purposes over sustained periods of time by:			
<b>2.R.1.D.a</b>	a. reading text that is developmentally appropriate	Jigsaw - Reading several texts and comparing/contrasting	Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.	2.H.3.B
<b>2.R.1.D.b</b>	b. producing evidence of reading		List the consequences of citizens not actively participating.	2.PC.1.D.b

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
<b>R.2.A</b>	A. Fiction (6-12 Correlation Reading Literary 1A)			
	Read, infer, analyze, and draw conclusions to:			
<b>2.R.2.A.a</b>	a. describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson		Examine how individual rights are protected within a community.	2.PC.1.C

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>	
<b>2.R.2.A.b</b>	b. describe main characters in works of fiction, including their traits, motivations, and feelings		Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	2.RI.6.C
<b>2.R.2.A.c</b>	c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events		Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	2.RI.6.C
<b>2.R.2.A.d</b>	d. describe cause-and-effect relationships		Identify and describe physical characteristics in the world (landforms, water bodies, etc.).	2.EG.5.C.a
			Identify and describe physical characteristics of the students region of Missouri, such as climate, topography, relationship to water and ecosystems	2.EG.5.C.b
			Describe human characteristics of the student’s region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).	2.EG.5.C.c
			Explain how geography affects the way people live today	2.EG.5.G
<b>2.R.2.A.e</b>	e. explain how the story changes based on who is telling the story		Explain the concept of point of view in social studies’ topics.	2.TS.7.C.b
<b>2.R.2.A.f</b>	f. compare and contrast the differences in points of view of characters and how stories are narrated		Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	<b>2.RI.6.A</b>
<b>R.2.B</b>	<b>B. Poetry (6-12 Correlation Reading Literary 1A,</b>			
	Read, infer, and draw conclusions to:			
<b>2.R.2.B.a</b>	a. describe how rhyme, rhythm, and repetition create imagery in poetry			
<b>2.R.2.B.b</b>	b. use onomatopoeia			
<b>R.2.C</b>	<b>C. Drama (6-12 Correlation Reading Literary 1A,</b>			
	Read, infer, and draw conclusions to:			

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>2.R.2.C.a</b>	a. identify characters, setting, acts, and scenes in plays		Define regions (e.g., as places that have some unifying characteristic—political, climatic, language, physical, etc.).	2.EG.5.F.a
<b>2.R.2.C.b</b>	b. identify the elements of dialogue and use them			
	3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
<b>R.3.A</b>	A. Text Features (6-12 Correlation Reading			
	Read, infer, and draw conclusions to:			
<b>2.R.3.A.a</b>	a. identify the main idea of sections of text and distinguish it from the topic.	This could be done with many social studies' content areas when you're given texts on a topic.		

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>2.R.3.A.b</b>	b. demonstrate understanding by locating facts to answer and /or ask questions		Describe how regions commemorate cultural heritage.	2.RI.6.D
<b>2.R.3.A.c</b>	c. use text features to locate specific information		Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).	2.EG.5.F.b
<b>2.R.3.A.d</b>	d. explain common graphic features to assist in the interpretation of text		Describe why people of different groups settle more in one place or region than another.	2.EG.5.F.c
<b>2.R.3.A.e</b>	e. follow written multi-step directions		Conduct a personal cost-benefit analysis.	2.E.4.B
<b>2.R.3.A.f</b>	f. describe connections between and state the order of the events or ideas		Explain how geography affects the way people live today.	2.EG.5.G
<b>R.3.B</b>	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)			
	Read, infer, and draw conclusions to:			
<b>2.R.3.B.a</b>	a. explain why a text is fiction or nonfiction			
<b>2.R.3.B.b</b>	b. ask and answer questions to clarify meaning			
<b>2.R.3.B.c</b>	c. explain examples of sensory details		Share and use artifacts to share information on social studies' topics.	2.TS.7.A.b
<b>R.3.C</b>	C. Text Structures (6-12 Correlation Reading			
	Read, infer, and draw conclusions to:			
<b>2.R.3.C.a</b>	a. explain main ideas and supporting details	Any Social Studies Text		
<b>2.R.3.C.b</b>	b. describe the connection between events and retell sequence of events	Timeline	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.	2.H.3.C
<b>2.R.3.C.c</b>	c. describe the connection between and identify problems and solutions		Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.	2.H.3.C
			Demonstrate a peaceful resolution a dispute.	2.RI.6.B

ELEMENTARY ELA/Social Studies Crosswalk—Second Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
2.R.3.C.d	d. identify the author’s purpose		Explain the concept of point of view in social studies’ topics.	2.TS.7.C.b
2.R.3.C.e	e. compare and contrast the most important points presented by text on the same topic			
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital			
R.4.A	A. Digital and Media Literacy (6-12 Correlation)			
	Read to develop an understanding of media and its components by			
2.R.4.A.a	a. explaining purposes of media			
2.R.4.A.b	b. describing techniques used to create media messages		Use visual tools and informational texts to communicate information	2.TS.7.B
2.R.4.A.c	c. identifying various written conventions for using digital media			
	<b>Reading Foundations</b>			
	1. Understand how English is written and read.			
RF.1.A	A. Print Awareness (No 6-12 Correlation)			
2.RF.1.A.a	Develop print awareness in the reading process by:			
	a. understanding that sentences are organized into paragraphs to convey meaning			
	2. Understand how English is written and read.			
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)			
	No expectations			
	3. Understand how English is written and read.			
RF.3.A	A. Phonics (No 6-12 Correlation)			
	Develop phonics in the reading process by:			
2.RF.3.A.a	a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel			
2.RF.3.A.b	b. distinguishing long and short vowels when reading regularly spelled one-syllable words			
2.RF.3.A.c	c. decoding regularly spelled two-syllable words with long vowels			
2.RF.3.A.d	d. decoding words with vowel diphthongs			

ELEMENTARY ELA/Social Studies Crosswalk—Second Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
2.RF.3.A.e	e. decoding words with vowel digraphs		
2.RF.3.A.f	f. reading words with common prefixes and suffixes		
2.RF.3.A.g	g. using contractions		
2.RF.3.A.h	h. using common syllable patterns to decode words including r- controlled vowels		
2.RF.3.A.i	i. reading irregularly spelled high-frequency words		
2.RF.3.A.j	j. demonstrating decoding skills when reading new words in a text		
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
2.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension  a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Any Social Studies Text	
	<b>Writing</b>		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
2.W.1.A.a	Follow a writing process to plan a first draft by:  a. brainstorming and recording key ideas using a graphic organizer	This could be done with many of the social studies' topics.	
W.1.B	B. Draft (6-12 Correlation Writing 2A)		
	Appropriate to genre type, develop a draft from prewriting by:		

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>2.W.1.B.a</b>	a. sequencing ideas into clear and coherent sentences		
------------------	---	--	--

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>2.W.1.B.b</b>	b. generating paragraphs with one main idea		
<b>2.W.1.B.c</b>	c. creating evidence of a beginning, middle, and end		
<b>2.W.1.B.d</b>	d. addressing an appropriate audience		
<b>W.1.C</b>	<b>C. Revise/Edit (6-12 Correlation Writing 3A)</b>		
	Reread, revise, and edit drafts with assistance from adults/peers, to:		
<b>2.W.1.C.a</b>	a. strengthen writing as needed by revising <ul style="list-style-type: none"> <li>• main idea</li> <li>• details</li> <li>• word choice</li> <li>• sentence construction</li> <li>• event order</li> <li>• audience</li> <li>• voice</li> </ul>		
<b>2.W.1.C.b</b>	b. edit for language conventions		
<b>W.1.D</b>	<b>D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)</b>		
	With assistance from adults/peers:		
<b>2.W.1.D.a</b>	a. use a variety of conventional/digital tools to produce and publish writing		
<b>2.W.1.D.b</b>	b. introduce keyboarding skills		

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>	
	2. Compose well-developed writing texts for			
<b>W.2.A</b>	<b>A. Opinion/Argumentative (6-12 Correlation)</b>			
	Write opinion texts that:	<b>Sorts of facts and opinions</b>	Explain the difference between fact and opinion in social studies' topics.	2.TS.7.C.a
<b>2.W.2.A.a</b>	a. introduce a topic or text being studied, using complete sentences			
<b>2.W.2.A.b</b>	b. state an opinion about the topic or text and provide reasons for the opinion			
<b>2.W.2.A.c</b>	c. use specific words that are related to the topic, and audience			
<b>2.W.2.A.d</b>	d. use linking/transition words and phrases to signal event order			
<b>2.W.2.A.e</b>	e. provide evidence of a beginning, middle, and concluding statement or section			
<b>W.2.B</b>	<b>B. Informative/Explanatory (6-12 Correlation)</b>			
	Write informative/ explanatory texts that:			
<b>2.W.2.B.a</b>	a. introduce a topic or text being studied using complete sentences		Recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.	2.PC.1.F.b
<b>2.W.2.B.b</b>	b. use facts and definitions to develop points in generating paragraphs		Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	2.GS.2.C
<b>2.W.2.B.c</b>	c. use specific words that are related to the topic and audience		Identify and explain the functions of the three branches of government.	2.GS.2.D
<b>2.W.2.B.d</b>	d. use linking words and phrases to signal event order		Compare the culture and people in our community across multiple time periods.	2.H.3.A
<b>2.W.2.B.e</b>	e. create a concluding statement or paragraph			
<b>W.2.C</b>	<b>C. Narrative/Literary (6-12 Correlation Writing)</b>			
	Write fiction or non-fiction narratives and poems that:			
<b>2.W.2.C.a</b>	a. establish a situation/topic based on the student's experience or imagination		Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.	2.PC.1.E
<b>2.W.2.C.b</b>	b. introduce a main character and setting			

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>2.W.2.C.c</b>	c. develop sensory details			
<b>2.W.2.C.d</b>	d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end			
<b>2.W.2.C.e</b>	e. use linking/transition words to signal event order			
<b>2.W.2.C.f</b>	f. use specific words that are related to the topic and audience			
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing 1A)			
	Apply research process to:			
<b>2.W.3.A.a</b>	a. generate a list of open-ended questions about topics of interest			
<b>2.W.3.A.b</b>	b. create an individual question about a topic		Develop supporting questions and find answers about a social studies topic, with assistance.	2.TS.7.E.a
<b>2.W.3.A.c</b>	c. use own question to find information on a topic		Describe a process to answer supporting questions about a social studies topic.	2.TS.7.E.b
<b>2.W.3.A.d</b>	d. gather evidence from available sources, literary and informational		Discuss types of sources that would be helpful in exploring social studies questions.	2.TS.7.E.c
			Identify and analyze primary and secondary sources in classroom discussion with guidance	2.TS.7.A.a
<b>2.W.3.A.e</b>	e. record basic information from literary and informational in simple visual format		Create visual tools to communicate information	2.TS.7.B
<b>2.W.3.A.f</b>	f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria		Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	2.TS.7.A.b
	<b>Language</b>			
	1. Communicate using conventions of English			
<b>L.1.A</b>	A. Grammar (6-12 Correlation Writing 3A)			
	In speech and written form, apply standard English grammar to:			
<b>2.L.1.A.a</b>	a. use nouns and pronouns in writing			
<b>2.L.1.A.b</b>	b. use collective nouns			
<b>2.L.1.A.c</b>	c. use common irregular nouns			

ELEMENTARY ELA/Social Studies Crosswalk—Second Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>2.L.1.A.d</b>	d. use reflexive pronouns		
<b>2.L.1.A.e</b>	e. use regular verbs		
<b>2.L.1.A.f</b>	f. produce simple declarative, imperative, exclamatory, and interrogative sentences		
<b>2.L.1.A.g</b>	g. use adjectives and adverbs in sentences		
<b>2.L.1.A.h</b>	h. use helping verbs with regular verbs		
<b>L.1.B</b>	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:		
<b>2.L.1.B.a</b>	a. write legibly (print, cursive)		
<b>2.L.1.B.b</b>	b. use that dialogue contains quotation marks		
<b>2.L.1.B.c</b>	c. use apostrophes for contractions		
<b>2.L.1.B.d</b>	d. capitalize weeks, days, months, holidays		
<b>2.L.1.B.e</b>	e. capitalize abbreviated titles of people		
<b>2.L.1.B.f</b>	f. spell words using irregular spelling patterns		
<b>2.L.1.B.g</b>	g. spell and use the plural of appropriate nouns by adding <i>-es</i> to nouns ending in <i>-s</i> , <i>-ss</i> , <i>-sh</i> , -		
<b>2.L.1.B.h</b>	h. use nouns that change their spelling in plural form		
<b>2.L.1.B.i</b>	i. arrange words in alphabetical order to the second		
	<b>Speaking/Listening</b>		
	1. Listen for a purpose		
<b>SL.1.A</b>	A. Purpose (6-12 Correlation Speaking/Listening		

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	Develop and apply effective listening skills and strategies in formal and informal settings by:	Appropriate for all presentation opportunities in social studies.		
<b>2.SL.1.A.a</b>	a. following classroom listening rules	Appropriate for all presentation opportunities in social studies.	Explain and give examples of how laws and rules are made and changed within a community.	2.PC. 1.A
<b>2.SL.1.A.b</b>	b. following three-step instructions according to classroom expectations		Demonstrate a peaceful resolution to a dispute.	2.RI.6.B
	2. Listen for entertainment			
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)			
<b>2.SL.2.A.a</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:  a. demonstrating active listening, according to classroom expectations	Appropriate for all presentation opportunities in social studies.		
	3. Speak effectively in collaborative discussions			
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)			
	Speak clearly and to the point using conventions of language when presenting individually or with a group by:	Appropriate for all presentation opportunities in social studies.		
<b>2.SL.3.A.a</b>	a. taking turns in discussion with a shoulder partner, according to classroom expectations		Name and locate regions of the world (continents, oceans, hemispheres, etc.).	2.EG.5.B.a
			Name and locate the regions in your community (county, township, significant historical landmarks)	2.EG.5.B.b
<b>2.SL.3.A.b</b>	b. confirming comprehension of read-aloud and independent reading by retelling and asking appropriate questions		Describe different types of communication and transportation and identify their advantages and disadvantages.	2.EG.5.E.a
			Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	2.EG.5.E.b
	4. Speak effectively when presenting			
<b>SL.4.A</b>	A. Presenting (6-12 Correlation Speaking/Listening			
	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group	Appropriate for all presentation opportunities in social studies.		
<b>2.SL.4.A.a</b>	a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience		Share research about a topic.	2.TS.7.D

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

<b>2.SL.4.A.b</b>	b. recalling and telling a story with details, including a beginning, middle, and end		Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.	2.RI.6. C
-------------------	---	--	--	--------------

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>2.SL.4.A.c</b>	c. using academic language and conventions		

**ELEMENTARY ELA/Social Studies Crosswalk—Second Grade**

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>	
			<b>Missouri Past and Present (1600-present)</b> <i>In third grade, students will engage in a yearlong study of our state of Missouri. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. The study of Missouri requires that students generate and research compelling questions.</i>	
	<b>Reading</b> 1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	Develop and demonstrate reading skills in response to text by:			
<b>3.R.1.A.a</b>	a. explaining how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story		Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	3.H.3.F.a
<b>3.R.1.A.b</b>	b. drawing conclusions and support with textual evidence		Discuss issues of Missouri statehood.	3.H.3.F.c
<b>3.R.1.A.c</b>	c. summarizing a story’s beginning, middle, and end and determining its central message, lesson, or moral		Explain the causes and consequences of the Dred Scott decision on the nation.	3.H.3.E
			Explain Missouri’s role in the Civil War including the concept of a border state.	3.H.3.G.a
			Examine cultural interactions and conflicts among Missourians after the Civil War.	3.H.3.B.b
			Evaluate the impact of westward expansion on the Native Americans in Missouri.	3.H.3.F.b
			Describe the changes in Missouri since the Civil War in education, transportation and communication.	3.H.3.G.c
<b>3.R.1.A.d</b>	d. monitoring comprehension and making corrections and adjustments when			
<b>R.1.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	Develop an understanding of vocabulary by:			
<b>3.R.1.B.a</b>	a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words			
<b>3.1.B.b</b>	b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words			

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>3.R.1.B.c</b>	c. using homographs and homophones		
<b>3.R.1.B.d</b>	d. distinguishing the literal and non-literal meanings of words and phrases in context		Explain how the National Anthem symbolizes our nation.
			Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.
<b>3.R.1.B.e</b>	e. determine the meaning of the new word formed when a known affix is added to a known base		

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>3.R.1.B.f</b>	f. using a dictionary or a glossary to determine the meanings, syllabication, and			
<b>3.R.1.B.g</b>	g. discussing analogies			
<b>3.R.1.B.h</b>	h. determining the meaning of the author’s use of similes and metaphors to produce imagery			
<b>3.R.1.B.i</b>	i. using conversational, general academic, and domain specific words and phrases			
<b>R.1.C</b>	<b>C. Making Connections (6-12 Correlation Reading</b>			
	Explain relevant connections between:			
<b>3.R.1.C.a</b>	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)		Identify and explain the functions of the three branches of government in the state government.	3.GS.D
			Explain how governments balance individual rights with common good to solve local community or state issues.	3.GS.A
			Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	3.GS.B
			Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or current events.	3.GS.C
<b>3.R.1.C.b</b>	b. text to world (text ideas to experiences in the world)		Explain and give examples of how laws are made and changed within the state.	3.PC.1.B.a
			Explain the major purposes of the Missouri Constitution	3.PC.1.B.b
			Examine how individual rights are protected in our state	3.PC.1.B.c
			Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.	3.PC.1.B.c

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>R.1.D</b>	D. Independent Text (No 6- 12 Correlation)		
	Read independently for multiple purposes over sustained periods of time by:		
<b>3.R.1.D.a</b>	a. reading text that is developmentally appropriate		Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).  3.H.3.C.3.a
<b>3.R.1.D.b</b>	b. producing evidence of reading		Describe the character traits and civic attitudes of influential Missourians.  3.PC.1.E
	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.		
<b>R.2.A</b>	A. Fiction (6-12 Correlation Reading Literary 1A)		
	Read, infer, analyze, and draw conclusions to:		

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>3.R.2.A.a</b>	a. summarize and sequence the events/plot and explain past events impact future events		
<b>3.R.2.A.b</b>	b. describe the personality traits of characters from their thoughts, words, and actions		
<b>3.R.2.A.c</b>	c. describe the interaction of characters including relationships and how they change		
<b>3.R.2.A.d</b>	d. paraphrase the big idea/themes and supporting details of texts		
<b>3.R.2.A.e</b>	e. compare and contrast the key elements in various types of fiction		
<b>3.R.2.A.f</b>	f. explain cause-and-effect relationships		
<b>3.R.2.A.g</b>	g. distinguish their own point of view from that of the narrator or those of the characters		
<b>R.2.B</b>	<b>B. Poetry (6-12 Correlation Reading Literary 1A, 2A,</b>		
	Read, infer, and draw conclusions to:		
<b>3.R.2.B.a</b>	a. use examples of alliteration		
<b>3.R.2.B.b</b>	b. identify basic forms of poetry		
<b>R.2.C</b>	<b>C. Drama (6-12 Correlation Reading Literary 1A, 2A, 2C)</b>		
	Read, infer, and draw conclusions to:		
<b>3.R.2.C.a</b>	a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed		
<b>3.R.2.C.b</b>	b. identify and describe language that creates a graphic visual experience and appeals to the		
	<b>3. Develop and apply skills and strategies to</b>		

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
	and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety		
<b>R.3.A</b>	<b>A. Text Features (6-12 Correlation Reading</b>		
	Read, infer, and draw conclusions to:		
<b>3.R.3.A.a</b>	a. explain the author’s purpose		
<b>3.R.3.A.b</b>	b. explain using details or facts that support the main idea		
<b>3.R.3.A.c</b>	c. use text features and graphic features to locate information and to make and verify predictions		
<b>3.R.3.A.d</b>	d. follow and explain a set of written multi-step directions		
<b>3.R.3.A.e</b>	e. describe relationship between events, ideas, concepts, or steps		
<b>R.3.B</b>	<b>B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)</b>		
	Read, infer, and draw conclusions to:		
<b>3.R.3.B.a</b>	a. distinguish difference between biography and autobiography		
<b>3.R.3.B.b</b>	b. distinguish fact from opinion		
<b>3.R.3.B.c</b>	c. distinguish point of view to what the author is trying to persuade the reader to think or do		
<b>3.R.3.B.d</b>	d. explain examples of sound devices, literal and nonliteral meanings, and figurative language		
<b>R.3.C</b>	<b>C. Text Structures (6-12 Correlation Reading</b>		
	Read, infer, and draw conclusions to:		

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
3.R.3.C.a	a. describe relationships among events, ideas, concepts, and cause and effect in texts		
3.R.3.C.b	b. describe and explain the relationship between problems and solutions		
3.R.3.C.c	c. use information gained from illustrations and words to demonstrate understanding of the text		
3.R.3.C.d	d. explain author's purpose		
3.R.3.C.e	e. compare and contrast the most important points and key details presented in texts on the same		
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact		
R.4.A	A. Digital and Media Literacy (6-12 Correlation Reading)		
	Read to develop an understanding of media and its components by:		
3.R.4.A.a	a. understanding how communication changes when moving from one genre of media to another		
3.R.4.A.b	b. explaining how various design techniques used in media influence the message		
3.R.4.A.c	c. comparing various written conventions used for digital media		
3.R.4.A.d	d. identifying text structures and graphics features of a webpage		
	<b>Reading Foundations</b>		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:		

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>3.RF.3.A.a</b>	a. decoding multisyllabic words in context and independent of context by applying common spelling patterns		
<b>3.RF.3.A.b</b>	b. decoding words that double final consonants when adding an ending		
<b>3.RF.3.A.c</b>	c. using the meaning of common prefixes and suffixes		
<b>3.RF.3.A.d</b>	d. using the meaning of homophones		
<b>3.RF.3.A.e</b>	e. decoding known and unknown words by spelling patterns		
<b>3.RF.3.A.f</b>	f. reading irregularly spelled high-frequency words		
	<b>4. Understand how English is written and read.</b>		
<b>RF.4.A</b>	<b>A. Fluency (No 6-12 Correlation)</b>		
<b>3.RF.4.A.a</b>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension  a. use context to confirm or self-correct word recognition and understanding, rereading as necessary		
	<b>Writing</b>		
	1. Apply a writing process to develop a text for audience and purpose.		
<b>W.1.A</b>	<b>A. Prewriting (6-12 Correlation Writing 2A)</b>		
<b>3.W.1.A.a</b>	Follow a writing process to plan a first draft by:  a. using a simple prewriting strategy when given the purpose and the intended audience		
<b>W.1.B</b>	<b>B. Draft (6-12 Correlation Writing 2A)</b>		
	Appropriate to genre type, develop a draft from prewriting by:		
<b>3.W.1.B.a</b>	a. generating a main idea to support a multiple-paragraph text using a variety of sentence types,		

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
<b>3.W.1.B.b</b>	b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)		
<b>3.W.1.B.c</b>	c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end		
<b>3.W.1.B.d</b>	d. addressing an appropriate audience		
<b>W.1.C</b>	<b>C. Revise/Edit (6-12 Correlation Writing 3A)</b>		
	Reread, revise, and edit drafts with assistance from adults/peers, to:		
<b>3.W.1.C.a</b>	a. develop and strengthen writing by revising <input type="checkbox"/> main idea <input type="checkbox"/> sequence (ideas) <input type="checkbox"/> focus <input type="checkbox"/> beginning/middle/end <input type="checkbox"/> details/facts (from sources, when appropriate) <input type="checkbox"/> word choice (related to the topic) <input type="checkbox"/> sentence structure <input type="checkbox"/> transitions <input type="checkbox"/> audience/purpose <input type="checkbox"/> voice		
<b>3.W.1.C.b</b>	b. edit for language conventions		
<b>W.1.D</b>	<b>D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)</b>		
<b>3.W.1.D.a</b>	With assistance from adults/peers:  a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others		
	<b>2. Compose well-developed writing texts for audience</b>		
<b>W.2.A</b>	<b>A. Opinion/Argumentative (6-12 Correlation Writing</b>		
	Write opinion texts that:		

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>		
<b>3.W.2.A.a</b>	a. introduce a topic or text being studied, using connected sentences		Define economy.	3.E.4.A.3.c
			Define natural, capital and human resources.	3.E.4.A.3.b
			Explain supply and demand.	3.E.4.A.3.d
			Compare and contrast private and public goods and services.	3.E.4.A.3.a
<b>3.W.2.A.b</b>	b. state an opinion or establish a position and provide reasons for the opinion/position		Conduct a public cost-benefit analysis.	3.E.4.B.3
<b>3.W.2.A.c</b>	c. use specific and accurate words that are related to the topic, audience, and purpose		Define taxes and explain sources of tax generation.	3.E.4.C.3.a
<b>3.W.2.A.d</b>	d. contain information using student’s original language except when using direct quotation from a source		List how tax monies are used, who benefits from tax-supported services, and who pays for these services.	3.E.4.C.3.b
<b>3.W.2.A.e</b>	e. reference the name of the author(s) or name of the source used for details or facts included in the text			
<b>3.W.2.A.f</b>	f. use transitions to connect opinion and reason			
<b>3.W.2.A.g</b>	g. provide clear evidence of a beginning, middle, and concluding statement or paragraph			
<b>W.2.B</b>	<b>B. Informative/Explanatory (6-12 Correlation Writing)</b>			
	Write informative/ explanatory texts that:			
<b>3.W.2.B.a</b>	a. introduce a topic or text being studied		Describe and use absolute location using a grid system.	3.EG.5.B.b
			Identify regions in Missouri.	3.E.G.5.F.a
			Name and locate major cities, rivers, regions, & border states of Missouri.	3.EG.5.B.a
<b>3.W.2.B.b</b>	b. develop the topic with simple facts, definitions, details, and explanations		Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).	3.EG.5.F.b
			Explain factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc.).	3.E.4.D
<b>3.W.2.B.c</b>	c. use specific, relevant words that are related to the topic, audience, and purpose		Identify and compare physical characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.	3.EG.5.C.a

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

			Describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.	3.EG.5.C.b
			Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	3.EG.5.D
<b>3.W.2.B.d</b>	d. use the student’s original language except when quoting from a source		Describe how changes in communication and transportation technologies affect people’s lives.	3.EG.5.E

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>3.W.2.B.e</b>	e. use transition words to connect ideas within categories of information			
<b>3.W.2.B.f</b>	f. create a concluding statement or paragraph			
<b>W.2.C</b>	C. Narrative/Literary (6-12 Correlation Writing 2A)			
	Write fiction or non-fiction narratives and poems that:		Describe the migration of native Americans to Missouri prior to European settlement in the state.	3.H.3.A.a
<b>3.W.2.C.a</b>	a. establish a setting and situation/topic and introduce a narrator and/or characters		Describe the discovery, exploration and early settlement of Missouri by European immigrants.	3.H.3.A.b
<b>3.W.2.C.b</b>	b. use narrative techniques, such as dialogue and descriptions		Describe the reasons African peoples were enslaved and brought to the Missouri.	3.H.3.A.c
<b>3.W.2.C.c</b>	c. establish and organize an event sequence to establish a beginning/middle/end		Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved Africans in Missouri.	3.H.3.B.b
<b>3.W.2.C.d</b>	d. use transition words and phrases to signal event order			
<b>3.W.2.C.e</b>	e. use specific and relevant words that are related to the topic, audience, and purpose			
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing 1A)			
	Apply research process to:		Research stories and songs that reflect the cultural history of Missouri.	3.RI.6.C
<b>3.W.3.A.a</b>	a. generate a list of subject-appropriate topics		Generate supporting questions about Social Studies topics.	3.TS.7.E.a
<b>3.W.3.A.b</b>	b. create an individual question about a topic			
<b>3.W.3.A.c</b>	c. decide what sources of information might be relevant to answer these questions		Use appropriate sources to investigate social studies' questions.	3.TS.7.E.c
			Use steps in a process to investigate a social studies' question.	3.TS.7.E.b
<b>3.W.3.A.d</b>	d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts		Identify, select, and analyze primary and secondary sources to determine importance with guidance and support.	3.TS.7.A.a
<b>3.W.3.A.e</b>	e. determine the accuracy and relevance of the information related to a selected question		Identify facts and opinions in social studies topics.	3.TS.7.C.a
			Identify point of view in social studies topics.	3.TS.7.C.b

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
3.W.3.A.f	f. take simple notes in own words and sort evidence into provided categories or organizer		Read and construct historical and current maps	3.EG.5.A
3.W.3.A.g	g. use quotation marks to denote direct quotations when recording specific words and sentences from a source			
3.W.3.A.h	h. create a resource page from notes			
3.W.3.A.i	i. present and evaluate the information in a report or annotated display, using previously established			
	<b>Language</b>			
	1. Communicate using conventions of English language			
L.1.A	A. Grammar (6-12 Correlation Writing 3A)			
	In speech and written form, apply standard English grammar to:			
3.L.1.A.a	a. use regular and irregular verbs and simple verb tenses			
3.L.1.A.b	b. use helping verbs with irregular verbs			
3.L.1.A.c	c. use complete subject and complete predicate in a sentence			
3.L.1.A.d	d. use comparative, superlative, and demonstrative adjectives and adverbs			
3.L.1.A.e	e. use subject/verb agreement in sentences			
3.L.1.A.f	f. produce simple and compound imperative, exclamatory, declarative, interrogative sentences			
3.L.1.A.g	g. use 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> -person pronouns and their			
L.1.B	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)			
	In written text:			
3.L.1.B.a	a. write legibly (print and cursive)			
3.L.1.B.b	b. use an apostrophe to form possessives			
3.L.1.B.c	c. demonstrate and use commas and quotation marks in dialogue			
3.L.1.B.d	d. capitalize dialogue correctly			

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>3.L.1.B.e</b>	e. use commas for greeting and closing of a friendly letter			
<b>3.L.1.B.f</b>	f. capitalize names of places			
<b>3.L.1.B.g</b>	g. capitalize titles of books, stories, and songs			
<b>3.L.1.B.h</b>	h. use spelling patterns and generalizations to spell compound words			
<b>3.L.1.B.i</b>	i. spell words that double the consonant			
<b>3.L.1.B.j</b>	j. spell plural words that change <i>y</i> to <i>ies</i>			
<b>3.L.1.B.k</b>	k. consult reference materials to check and correct spellings			
<b>3.L.1.B.l</b>	l. arrange words in alphabetical order to the third letter			
	<b>Speaking/Listening</b>			
	1. Listen for a purpose			
<b>SL.1.A</b>	A. Purpose (6-12 Correlation Speaking/Listening 1A, Develop and apply effective listening skills and strategies in formal and informal settings by:			
<b>3.SL.1.A.a</b>	a. following classroom listening rules			
<b>3.SL.1.A.b</b>	b. ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others		Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).	3.RI.6.B
<b>3.SL.1.A.c</b>	c. following three-step instructions, according to classroom expectations			
	2. Listen for entertainment			
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)			
<b>3.SL.2.A.a</b>	Develop and apply effective listening skills and			

ELEMENTARY ELA/Social Studies Crosswalk—Third Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	and informal settings by:  a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations			
	3. Speak effectively in collaborative discussions			
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)			
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:			
<b>3.SL.3.A.a</b>	a. come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion		Explain how geography affected important events in Missouri history.	3.EG.5.G
			Describe how people in Missouri preserve their cultural heritage through museums, state parks, state symbols, festivals etc.	3.RI.6.D
			Compare the cultural characteristics of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	3.RI.6.A
<b>3.SL.3.A.b</b>	b. responding appropriately to discussion in a variety of settings, according to classroom expectations			
<b>3.SL.3.A.c</b>	c. expressing opinion of read-alouds and independent reading topics		Examine the changing roles of Native Americans, Immigrants. African Americans, women and others in Missouri history.	3.RI.6.E
	4. Speak effectively when presenting			
<b>SL.4.A</b>	A. Presenting (6-12 Correlation Speaking/Listening 2A,			
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:			
<b>3.SL.4.A.a</b>	a. using presentation skills and/or appropriate technology		Conduct and present Social studies research to an audience using appropriate sources.	3.TS.7.D
<b>3.SL.4.A.b</b>	b. presenting information with clear ideas and details while speaking clearly at an understandable pace		Investigate an appropriate social studies' question and share results with assistance, if needed.	3.TS.7.F
<b>3.SL.4.A.c</b>	c. giving an informal presentation using a variety of media		With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	3.TS.7.B

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

			Create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.	3.TS.7.A.b
--	--	--	---	------------

**ELEMENTARY ELA/Social Studies Crosswalk—Third Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>3.SL.4.A.d</b>	d. using academic language and conventions		
<b>3.SL.4.A.e</b>	e. choosing words and phrases for effect (adjectives, action verbs, figurative language)		

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
			<b>Our Nation (Up to 1799)</b>	
			<i>In Grade 4, students engage in the study of events early in United States history ranging from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The survey of early American history requires that students generate and research compelling questions</i>	
	<b>Reading</b>			
	1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	Develop and demonstrate reading skills in response to text by:			
<b>4.R.1.A.a</b>	a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text		With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights,	4.PC.1.A.4
<b>4.R.1.A.b</b>	b. drawing conclusions by providing textual evidence of what the text says explicitly		Explain the major purpose of the Constitution.	4.PC.1.B.4.b
			Explain the major purpose of the Bill of Rights.	4.PC.1.C.a
<b>4.R.1.A.c</b>	c. monitoring comprehension and making corrections and adjustments when understanding breaks down		With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	4.PC.1.B.4.c
			Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9).	4.PC.1.C.b
<b>R.1.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	Develop an understanding of vocabulary by:			

**ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade**

<b>4.R.1.B.a</b>	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots ,prefixes , and suffixes		
<b>4.R.1.B.b</b>	b. using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words		
<b>4.R.1.B.c</b>	c. completing analogies		
<b>4.R.1.B.d</b>	d. identifying the meaning of common idioms and figurative language		

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>4.R.1.B.e</b>	e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words			
<b>4.R.1.B.f</b>	f. using conversational, general academic, and domain specific words and phrases			
<b>R.1.C</b>	<b>C. Making Connections (6-12 Correlation Reading)</b>			
	Explain relevant connections between:			
<b>4.R.1.C.a</b>	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)			
<b>4.R.1.C.b</b>	b. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)		Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	4.PC.1.D
<b>R.1.D</b>	<b>D. Independent Text (No 6- 12 Correlation)</b>			
	Read independently for multiple purposes over sustained periods of time by:		Describe the character traits and civic attitudes of significant individuals prior to c. 1800.	4.PC.1.E
<b>4.R.1.D.a</b>	a. reading text that is developmentally appropriate		Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	4.PC.1.F
<b>4.R.1.D.b</b>	b. producing evidence of reading			
	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
<b>R.2.A</b>	<b>A. Fiction (6-12 Correlation Reading Literary 1A)</b>			
	Read, infer, analyze, and draw conclusions to:			
<b>4.R.2.A.a</b>	a. summarize and sequence the events/ plot, explain how past events impact future events, and identify the theme			
<b>4.R.2.A.b</b>	b. describe the personality traits of characters from their thoughts, words, and actions			
<b>4.R.2.A.c</b>	c. describe the interaction of characters including their relationships and how			

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
4.R.2.A.d	d. compare and contrast the adventures or exploits of characters and their roles			
4.R.2.A.e	e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or			
R.2.B	B. Poetry (6-12 Correlation Reading Literary 1A, 2A,			
4.R.2.B.a	Read, infer, and draw conclusions to:  a. explain structural elements of poetry			
R.2.C	C. Drama (6-12 Correlation Reading Literary 1A, 2A,			
	Read, infer, and draw conclusions to:			
4.R.2.C.a	a. analyze how characters change from the beginning to the end of a play or film			
4.R.2.C.b	b. explain structural elements of dramatic literature			
	3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of			
R.3.A	A. Text Features (6-12 Correlation Reading			
	Read, infer, and draw conclusions to:			
4.R.3.A.a	a. use multiple text features to locate information and gain an overview of the contents of text		Identify and explain the functions of the three branches of government in the federal government.	4.GS.2.D
			Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	4.EG.5.B
			Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).	4.EG.5.F
4.R.3.A.b	b. describe the sequence of events, ideas, concepts or steps needed to carry out a procedure		Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period.	4.GS.2.B

**ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade**

			Explain how the purpose and role of government have been debated since early settlement to c. 1800.	4.GS.2A
			Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or in current events	4.GS.2.C

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
4.R.3.A.c	c. interpret and explain factual information presented graphically		Construct and interpret historical and current maps	4.EG.5.A
R.3.B	B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)			
	Read, infer, and draw conclusions to:			
4.R.3.B.a	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography		Explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.	4.H.3.D.a
4.R.3.B.b	b. analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis		Explain the factors that contributed to the colonists' success.	4.H.3.D.b.
4.R.3.B.c	c. explain how an author uses language to present information to influence what the reader thinks or does		Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.	4.H.3.E.a
R.3.C	C. Text Structures (6-12 Correlation Reading			
	Read, infer, and draw conclusions to:			
4.R.3.C.a	a. distinguish fact from opinion in a text and explain how to verify what is a fact		Identify and describe the contributions of significant individuals to America and to the United States prior to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.)	4.H.3.C
4.R.3.C.b	b. explain explicit and implicit relationships among ideas in texts		Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior	4.H.3.B
4.R.3.C.c	c. explain author's purpose			
4.R.3.C.d	d. compare and contrast a firsthand and secondhand account of the same event or topic		Describe the migrations of native Americans prior to 1800.	4.H.3.A.a
			Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.	4.H.3.A.b
			Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	4.H.3.A.c
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to			
R.4.A	A. Digital and Media Literacy (6-12 Correlation			

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
	Read to develop an understanding of media and its components by:		
4.R.4.A.a	a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior		
4.R.4.A.b	b. explaining how various design techniques used in media influence the message		
4.R.4.A.c	c. comparing various written conventions used for digital media		
4.R.4.A.d	d. explaining text structures and graphics features of a web page and how they help readers to comprehend text		
<b>Reading Foundations</b>			
1. Understand how English is written and read.			
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
2. Understand how English is written and read.			
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
3. Understand how English is written and read.			
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:		
4.RF.3.A.a	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context		
4.RF.3.A.b	b. reading root words, prefixes, and suffixes and important words from specific content curricula		
4. Understand how English is written and read.			
RF.4.A	A. Fluency (No 6-12 Correlation)		
4.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing),		

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary			
	<b>Writing</b>			
	1. Apply a writing process to develop a text for audience and purpose.			
<b>W.1.A</b>	A. Prewriting (6-12 Correlation Writing 2A)			
	Follow a writing process to plan a first draft by:			
<b>4.W.1.A.a</b>	a. selecting a genre appropriate for conveying the purpose to an intended audience			
<b>4.W.1.A.b</b>	b. formulating questions related to the topic			
<b>4.W.1.A.c</b>	c. accessing prior knowledge or building background knowledge related to the topic			
<b>4.W.1.A.d</b>	d. using a prewriting strategy			
<b>W.1.B</b>	B. Draft (6-12 Correlation Writing 2A)			
	Appropriate to genre type, develop a draft from prewriting by:		Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases)	4.EG.5.G
<b>4.W.1.B.a</b>	a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound		Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.	4.EG.5.C.a
			Identify and compare diverse human characteristics of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.	4.EG.5.C.b
<b>4.W.1.B.b</b>	b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph			

**ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade**

<b>4.W.1.B.c</b>	c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs		Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	4.EG.5.D
			Analyze how changes in communication and transportation technologies affect people’s lives.	4.EG.5.E
<b>4.W.1.B.d</b>	d. addressing an appropriate audience			

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>W.1.C</b>	C. Revise/Edit (6-12 Correlation Writing 3A)			
	Reread, revise, and edit drafts with assistance to:			
<b>4.W.1.C.a</b>	a. develop and strengthen writing by revising <input type="checkbox"/> main idea <input type="checkbox"/> sequence (ideas) <input type="checkbox"/> focus <input type="checkbox"/> beginning/middle/end <input type="checkbox"/> details/facts (from multiple sources, when appropriate) <input type="checkbox"/> word choice (related to the topic) <input type="checkbox"/> sentence structure <input type="checkbox"/> transitions <input type="checkbox"/> audience/purpose			
<b>4.W.1.C.b</b>	b. edit for language conventions			
<b>W.1.D</b>	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)			
	With assistance from adults/peers:			
<b>4.W.1.D.a</b>	a. use technology, including the Internet, to produce and publish writing			
<b>4.W.1.D.b</b>	b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a			
	2. Compose well-developed writing texts for audience			
<b>W.2.A</b>	A. Opinion/Argumentative (6-12 Correlation Writing			
	Write opinion texts that:		Conduct a public cost- benefit analysis.	4.E.4.B
<b>4.W.2.A.a</b>	a. introduce a topic or text being studied, using an introductory paragraph		Explain the relationship of profit and loss in economic decisions.	4.E.4.A.b
<b>4.W.2.A.b</b>	b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details		Compare and contrast saving and financial investment.	4.E.4.A.a
<b>4.W.2.A.c</b>	c. use specific and accurate words that are related to the topic, audience and purpose.		Distinguish among natural, capital and human resources.	4.E.4.A.c

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
4.W.2.A.d	d. contain information using student’s original language except when using direct quotation from a source		Explain how the government utilizes taxes to provide goods and services.	4.E.4.C
4.W.2.A.e	e. reference the name of the author(s) or name of the source used for details or facts included in the text			
4.W.2.A.f	f. use transitions to connect opinion and reason			
4.W.2.A.g	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs		Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).	4.E.4.D
<b>W.2.B</b>	<b>B. Informative/Explanatory (6-12 Correlation Writing)</b>			
	Write informative/ explanatory texts that:		Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.	4.H.3.E.b
4.W.2.B.a	a. introduce a topic using a topic sentence in an introductory paragraph			
4.W.2.B.b	b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations		Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations prior to c. 1800.	4.RI.6.E
4.W.2.B.c	c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose			
4.W.2.B.d	d. contain information using student’s original language except when using direct quotations from a source		Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	4.RI.6.D
			Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 such as language, celebrations, customs, holidays, artistic expression, food, dress, & traditions	4.RI.6.A
4.W.2.B.e	e. use transitions to connect categories of information			
4.W.2.B.f	f. use text structures when useful			
4.W.2.B.g	g. create a concluding paragraph related to the information			

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>W.2.C</b>	C. Narrative/Literary (6-12 Correlation Writing 2A)			
	Write fiction or non-fiction narratives and poems that:			
<b>4.W.2.C.a</b>	a. establish a setting and situation/topic and introduce a narrator and/or characters			
<b>4.W.2.C.b</b>	b. use narrative techniques, such as dialogue, motivation, and descriptions			
<b>4.W.2.C.c</b>	c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end			
<b>4.W.2.C.d</b>	d. use a variety of transitions to manage the sequence of events			
<b>4.W.2.C.e</b>	e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose			
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing 1A)			
	Apply research process to:		Apply a research process to a compelling social studies' question	4.TS.7.E.b
<b>4.W.3.A.a</b>	a. generate a list of subject-appropriate topics		Research stories and songs that reflect the cultural history of the United States prior to c. 1800	4.RI.6.C
<b>4.W.3.A.b</b>	b. create a research question to address relevant to a chosen topic		Generate compelling research questions about a social studies' topic.	4.TS.7.E.a
<b>4.W.3.A.c</b>	c. identify a variety of relevant sources, literary and informational		Identify and use appropriate resources for investigating compelling social studies questions.	4.TS.7.E.c
			Select, analyze, and evaluate primary and secondary social studies sources with guidance and support.	<b>4.TS.7.A.a</b>
			Analyze and use artifacts to share information on social studies topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments.	<b>4.TS.7.A.b</b>
<b>4.W.3.A.d</b>	d. use organizational features of print and digital sources efficiently to locate information		Investigate the causes and consequences of westward expansion prior to 1800. (e.g. Northwest Territory, the Southwest Territory as well as territory which eventually becomes Mississippi, Kentucky and Alabama)	4.H.3.F

**ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade**

<b>4.W.3.A.e</b>	e. convert graphic/visual data into written notes		Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	4.TS.7.B.a
			Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.	4.TS.7.B.b
<b>4.W.3.A.f</b>	f. determine the accuracy of the information gathered		Distinguish between fact and opinion and recognize bias and point of view in social studies topics.	4.TS.7.C

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
4.W.3.A.g	g. differentiate between paraphrasing and plagiarism when using ideas of others		
4.W.3.A.h	h. record bibliographic information from sources according to a standard format		
4.W.3.A.i	i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria		
	<b>Language</b>		
	1. Communicate using conventions of English language		
L.1.A	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:		
4.L.1.A.a	a. use the “be” helping verbs with “ing” verbs		
4.L.1.A.b	b. use and order adjectives within sentences to conventional patterns		
4.L.1.A.c	c. use progressive verbs to show past, present, and future		
4.L.1.A.d	d. use adverbs in writing		
4.L.1.A.e	e. use subject/verb agreement with 1 <sup>st</sup> -, 2 <sup>nd</sup> -, and 3 <sup>rd</sup> -person pronouns		
4.L.1.A.f	f. use prepositions		
4.L.1.A.g	g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions		
4.L.1.A.h	h. produce and expand the complete, simple and compound four types of sentences		
4.L.1.A.i	i. correct sentence fragments and run-on sentences in writing		
L.1.B	B. Punctuation, Capitalization, Spelling (6-12		

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
	3A) In written text:		
4.L.1.B.a	a. write legibly		
4.L.1.B.b	b. punctuate a dialogue between two or more characters		
4.L.1.B.c	c. insert a comma before a coordinating conjunction in a compound sentence		
4.L.1.B.d	d. capitalize proper adjectives		
4.L.1.B.e	e. use correct capitalization		
4.L.1.B.f	f. spell words with suffixes by dropping or leaving the final <i>e</i>		
4.L.1.B.g	g. spell words ending in the long <i>e</i> sound		
4.L.1.B.h	h. alphabetize reference sources		
4.L.1.B.i	i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in		
	<b>Speaking/Listening</b>		
	1. Listen for a purpose		
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, Develop and apply effective listening skills and strategies in formal and informal settings by:		
4.SL.1.A.a	a. following, generating, and justifying classroom listening rules		
4.SL.1.A.b	b. pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others		
4.SL.1.A.c	c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom		

ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	2. Listen for entertainment			
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)			
<b>4.SL.2.A.a</b>	Develop and apply effective listening skills and strategies in formal and informal settings by:  a. generating and following active listening rules, according to classroom expectations		Apply constructive processes or methods for resolving conflicts.	4.RI.6.B
	3. Speak effectively in collaborative discussions			
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)			
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:			
<b>4.SL.3.A.a</b>	a. contributing to discussion after listening to others' ideas, according to classroom expectations			
<b>4.SL.3.A.b</b>	b. expressing opinions of read-alouds and independent reading and relating opinion to			
	4. Speak effectively when presenting			
<b>SL.4.A</b>	A. Presenting (6-12 Correlation Speaking/Listening			
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:			
<b>4.SL.4.A.a</b>	a. paraphrasing portions of a text read aloud or information presented in diverse media and formats			
<b>4.SL.4.A.b</b>	b. using efficient presentation skills with available resources			
<b>4.SL.4.A.c</b>	c. incorporating descriptive and sequential details in a student- designed or teacher- assigned topic			
<b>4.SL.4.A.d</b>	d. giving a formal presentation to classmates, using a variety of media.		Research an appropriate social studies' question and share results with an audience.	4.TS.7.F

**ELEMENTARY ELA/Social Studies Crosswalk—Fourth Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>4.SL.4.A.e</b>	e. speaking with expression and fluency		
<b>4.SL.4.A.f</b>	f. adjusting formal/informal language according to context and topic		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
			<p><b>Our Nation (1800 – 2000)</b>  <i>In fifth grade, students engage in the study of events, documents, movements, and people emphasizing the time period between 1800 and 2000 in America with a focus on inquiry into the continuing development of the United States as a nation. This survey of U.S. History between 1800 and 2000 requires that students generate and research compelling questions.</i></p>	
	<b>Reading</b>			
	1. Develop and apply skills to the reading process.			
<b>R.1.A</b>	A. Comprehension (6-12 Correlation Reading Literary 1A, Reading Informational 1A)			
	Develop and demonstrate reading skills in response to text by:		Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	<b>5.H.3.G</b>
<b>5.R.1.A.a</b>	a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text		Identify political, economic, and social causes and consequences of the Great Depression.	<b>5.H.3.H</b>
<b>5.R.1.A.b</b>	b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text		Identify political, economic, and social causes and consequences of World War I and WWII on the United States.	<b>5.H.3.I.a</b>
<b>5.R.1.A.c</b>	c. monitoring comprehension and making corrections and adjustments when understanding breaks down		Identify the political, economic and social consequences of the Cold War on the United States.	<b>5.H.3.I.b</b>
<b>R.1.B</b>	B. Vocabulary (6-12 Correlation Reading Literary 1B, Reading Informational 1B)			
	Develop an understanding of vocabulary by:			
<b>5.R.1.B.a</b>	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context			
<b>5.R.1.B.b</b>	b. using context to determine meaning of unfamiliar or multiple meaning words		Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	<b>5.E.4.A</b>
<b>5.R.1.B.c</b>	c. constructing analogies			

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

<b>5.R.1.B.d</b>	d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text		
<b>5.R.1.B.e</b>	e. identifying and using words and phrases that signal contrast, addition, and other logical relationships		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
5.R.1.B.f	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices			
5.R.1.B.g	g. using conversational, general academic, and domain specific words and phrases		Explain the factors, past and present, that influence changes in our nation’s economy (technology, movement of people, resources, etc.).	5.E.4.D.a
			Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.	5.E.4.A
			Locate and describe real places, using absolute and relative location.	5.EG.5.B.b
<b>R.1.C</b>	<b>C. Making Connections (6-12 Correlation Reading</b>			
	Compare, contrast, and analyze relevant connections between:			
5.R.1.C.a	a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)			
5.R.1.C.b	b. text to world (text ideas and the world by responding to literature reflects a culture			
<b>R.1.D</b>	<b>D. Independent Text (No 6- 12 Correlation)</b>			
	Read independently for multiple purposes over sustained periods of time by:			
5.R.1.D.a	a. reading text that is developmentally appropriate			
5.R.1.D.b	b. producing evidence of reading			
	2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
<b>R.2.A</b>	<b>A. Fiction (6-12 Correlation Reading Literary 1A)</b>			
	Read, infer, analyze, and draw conclusions to:			
5. R.2.A.a	a. compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts			

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
5.R.2.A.b	b. explain the theme or moral lesson, conflict, and resolution in a story or novel			
5.R.2.A.c	c. describe how a narrator’s or speaker’s point of view influences events		Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	5.EG.5.G.b
			Evaluate how changes in communication and transportation technologies affect people’s lives.	5.EG.5.E
5.R.2.A.d	d. recognize foreshadowing			
5.R.2.A.e	e. explain the effect of a historical event or movement in a work of literature		Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	5.EG.5.D
			Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	5.EG.5.G.b
5.R.2.A.f	f. introduce origin myths and culturally significant characters and events in mythology		Evaluate constructive processes or methods for resolving conflicts.	5.RI.6.B
5.R.2.A.g	g. introduce different forms of third-person points of view in stories			
<b>R.2.B</b>	<b>B. Poetry (6-12 Correlation Reading Literary 1A, 2A,</b>			
	Read, infer, and draw conclusions to:			
5.R.2.B.a	a. explain how poets use sound and visual elements in poetry			
5.R.2.B.b	b. identify forms of poems			
<b>R.2.C</b>	<b>C. Drama (6-12 Correlation Reading Literary 1A, 2A,</b>			
	Read, infer, and draw conclusions to:			
5.R.2.C.a	a. analyze the similarities between an original text and its dramatic adaptation			
5.R.2.C.b	b. identify structural elements of dramatic literature			
5.R.2.C.c	c. evaluate the critical impact of sensory details, imagery, and figurative language			
	3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures			

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

<b>ELA Missouri Learning Standards: Grade-Level Expectations</b>		<b>IDEAS</b>	<b>SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations</b>
<b>R.3.A</b>	<b>A. Text Features (6-12 Correlation Reading</b>		
	Read, infer, and draw conclusions to:		
<b>5.R.3.A.a</b>	a. use multiple text features and graphics to locate information and gain an overview of the contents of text information		
<b>5.R.3.A.b</b>	b. interpret details from procedural text to complete a task, solve a problem, or perform procedures		
<b>5.R.3.A.c</b>	c. interpret factual or quantitative information		
<b>R.3.B</b>	<b>B. Literary Techniques (6-12 Correlation Reading Informational 1D, 2D, 2B, 2C)</b>		
	Read, infer, and draw conclusions to:		
<b>5.R.3.B.a</b>	a. evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim		
<b>5.R.3.B.b</b>	b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent		
<b>5.R.3.B.c</b>	c. verify facts through established methods		
<b>5.R.3.B.d</b>	d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument		
<b>5.R.3.B.e</b>	e. recognize exaggerated, contradictory, or misleading statements		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
5.R.3.B.f	f. explain the type of evidence used to support a claim in a persuasive text			
5.R.3.B.g	g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning			
<b>R.3.C</b>	<b>C. Text Structures (6-12 Correlation Reading</b>			
	Read, infer, and draw conclusions to:			
5.R.3.C.a	a. identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life			
5.R.3.C.b	b. explain the difference between a stated and implied purpose for an expository text			
5.R.3.C.c	c. analyze how the pattern of organization of a text influences the relationships			
5.R.3.C.d	d. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view			
5.R.3.C.e	e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably		Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	5.TS.7.A.b
			Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	5.EG.5.B.a
			Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.	5.EG.5.C.a
			Describe and analyze diverse human characteristics of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.	5.EG.5.C.b
	4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to			
<b>R.4.A</b>	<b>A. Digital and Media Literacy (6-12 Correlation Reading Literary 3A)</b>			

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

	Read to develop an understanding of media and its components by:		Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed.	5.TS.7.A.a
<b>5.R.4.A.a</b>	a. explaining how messages conveyed in various forms of media are presented differently		Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.	5.TS.7.B.b
			Construct maps for relevant social studies topics.	5.EG.5.A.b
<b>5.R.4.A.b</b>	b. comparing and contrasting the difference in techniques used in media			
<b>5.R.4.A.c</b>	c. identifying the point of view of media presentations			
<b>5.R.4.A.d</b>	d. analyzing various digital media venues for levels of formality and informality			

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
5.R.4.A.e	e. explaining textual and graphics features of a web page and how they help readers to comprehend text		
	<b>Reading Foundations</b>		
	1. Understand how English is written and read.		
RF.1.A	A. Print Awareness (No 6-12 Correlation)		
	No expectations		
	2. Understand how English is written and read.		
RF.2.A	A. Phonemic Awareness (No 6-12 Correlation)		
	No expectations		
	3. Understand how English is written and read.		
RF.3.A	A. Phonics (No 6-12 Correlation)		
	Develop phonics in the reading process by:		
5.RF.3.A.a	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context		
5.RF.3.A.b	b. reading roots words, prefixes, suffixes, and important words from all specific content		
	4. Understand how English is written and read.		
RF.4.A	A. Fluency (No 6-12 Correlation)		
5.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension		
	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary		
	<b>Writing</b>		
	1. Apply a writing process to develop a text for audience and purpose.		
W.1.A	A. Prewriting (6-12 Correlation Writing 2A)		
	Follow a writing process to plan a first draft by:		
5.W.1.A.a	a. selecting a genre appropriate for conveying the purpose to an intended audience		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
5.W.1.A.b	b. formulating questions related to the topic			
5.W.1.A.c	c. accessing prior knowledge or building background knowledge related to the topic		Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).	5.EG.5.G.a
5.W.1.A.d	d. using a prewriting strategy			
<b>W.1.B</b>	<b>B. Draft (6-12 Correlation Writing 2A)</b>			
	Appropriate to genre type, develop a draft from prewriting by:		Outline the territorial expansion of the United States.	5.H.3.A.a
5.W.1.B.a	a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre		Describe the impact of migration on immigrants and the United States c. 1800-2000.	5.H.3.A.b
5.W.1.B.b	b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph		Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	5.E.4.D.b
5.W.1.B.c	c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure		Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.	5.H.3.B
5.W.1.B.d	d. restating the overall main idea in the concluding statement			
5.W.1.B.e	e. addressing an appropriate audience, organization, and purpose			
<b>W.1.C</b>	<b>C. Revise/Edit (6-12 Correlation Writing 3A)</b>			
	Reread, revise, and edit drafts with assistance to:			
5.W.1.C.a	a. develop and strengthen writing by revising <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• organizational structure</li> <li>• details/facts (from multiple sources, when</li> </ul>			

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
	<ul style="list-style-type: none"> <li>word choice (related to the topic)</li> <li>sentence structure</li> <li>transitions</li> <li>audience/purpose</li> <li>voice</li> </ul>			
<b>5.W.1.C.b</b>	b. edit for language conventions			
	D. Produce/Publish and Share Writing (6-12 Correlation Writing 2A)			
	With assistance from adults/peers:		Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).	5.RI.6.A.a
<b>5.W.1.D.a</b>	a. use technology, including the Internet, to produce and publish writing		Research stories and songs that reflect the cultural history of the United States c. 1800-2000.	5.RI.6.C
<b>5.W.1.D.b</b>	b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting		Analyze the preservation of cultural life, celebrations, traditions, and commemorations	5.RI.6.D
	2. Compose well-developed writing texts for audience			
<b>W.2.A</b>	A. Opinion/Argumentative (6-12 Correlation Writing			
	Write opinion texts that:		Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.	5.RI.6.E
<b>5.W.2.A.a</b>	a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the <u>writer's purpose</u>		Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	5.PC.1.A
<b>5.W.2.A.b</b>	b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details		Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	5.PC.1.B
			Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	5.PC.1.C
<b>5.W.2.A.c</b>	c. use specific and accurate words that are related to the topic, audience, and purpose		Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.	5.RI.6.A.b

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

<b>5.W.2.A.d</b>	d. contain information using student’s original language except when using direct quotation from a source		Describe different regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today’s culture).	5.EG.5.F
<b>5.W.2.A.e</b>	e. reference the name of the author(s) or name of the source used for details or facts included in the text			

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
5.W.2.A.f	f. use transitions to connect opinion and reason			
5.W.2.A.g	g. organize the supporting details/reasons into introductory, supporting, and concluding			
<b>W.2.B</b>	<b>B. Informative/Explanatory (6-12 Correlation Writing)</b>			
	Write informative/ explanatory texts that:		Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	5.PC.1.D
5.W.2.B.a	a. introduce a topic using a topic sentence in an introductory paragraph		Explain how the purpose and role of government have been debated across historical time periods to current times.	5.GS.A
5.W.2.B.b	b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations		Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.	5.GS.B
			Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	5.GS.C
5.W.2.B.c	c. use an organizational format that suits the topic			
5.W.2.B.d	d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	5.PC.1.F
5.W.2.B.e	e. contain information using student’s original language except when using direct quotations from a source			
5.W.2.B.f	f. use transition words to connect ideas within and across categories of information			
5.W.2.B.g	g. use text structures when useful		Distinguish between powers and functions of local, state and national government in the past and present.	5.GS.D
5.W.2.B.h	h. create a concluding paragraph related to the information			

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

<b>W.2.C</b>	<b>C. Narrative/Literary (6-12 Correlation Writing 2A)</b>			
	Write fiction or non-fiction narratives and poems that:		Identify and describe the contributions of significant individuals from 1800 – 2000, (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King Jr., Rosa Parks, etc.)	5.H.3.C
<b>5. W.2.C.a</b>	a. establish a setting and situation/topic and introduce a narrator and/or characters		Describe the character traits and civic attitudes of significant individuals from 1800 – 2000	5.PC.1.E

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations	
<b>5.W.2.C.b</b>	b. use narrative techniques, such as dialogue, motivation, and descriptions			
<b>5.W.2.C.c</b>	c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end		Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women’s Suffrage, The New Deal, The Great Society, The Civil Rights Movement, The Great Society, the Women’s Movement, and others.	5.H.3.E
<b>5.W.2.C.d</b>	d. use a variety of transitions to manage the sequence of events			
<b>5.W.2.C.e</b>	e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose			
	3. Gather, analyze, evaluate, and use information from a variety of sources			
<b>W.3.A</b>	A. Research Process (6-12 Correlation Writing 1A)			
	Apply research process to:		Conduct and present research on a social studies question to an audience, using appropriate sources.	5.TS.7.F
<b>5.W.3.A.a</b>	a. generate a list of subject-appropriate topics		Create and apply a research process to investigate a compelling social studies’ question.	5.TS.7.E.b
<b>5.W.3.A.b</b>	b. formulate and refine an open-ended researchable question		Generate compelling research questions about a social studies topic.	5.TS.7.E.a
<b>5.W.3.A.c</b>	c. follow guidelines for collecting and recording information		Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)	5.H.3.F
<b>5.W.3.A.d</b>	d. select relevant resources, literary and informational		Evaluate and use appropriate resources for investigating a compelling social studies question.	5.TS.7.E.c
			Identify, research, and defend a point of view/position on a social studies topic.	5.TS.7.C.b
<b>5.W.3.A.e</b>	e. assess relevance, accuracy, and reliability of information in print and digital sources		Research and defend a point of view/position on a social studies question.	5.TS.7.G
			Explain how facts and opinions affect point of view and/or bias in social studies topics.	5.TS.7.C.a

**ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade**

<b>5.W.3.A.g</b>	f. convert graphic/visual data into written notes		Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).	5.TS.7.B.a
			Use geographic research sources to acquire and process information to answer questions and solve problems.	5.EG.5.A.a
<b>5.W.3.A.g</b>	g. differentiate between paraphrasing and plagiarism when using			

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
	ideas of others		
<b>5.W.3.A.h</b>	h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria		
<b>5.W.3.A.i</b>	i. record bibliographic information from sources according to a standard format		
	<b>Language</b>		
	1. Communicate using conventions of English language		
<b>L.1.A</b>	A. Grammar (6-12 Correlation Writing 3A)		
	In speech and written form, apply standard English grammar to:		
<b>5.L.1.A.a</b>	a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection		
<b>5.L.1.A.b</b>	b. use relative pronouns and relative adverbs		
<b>5.L.1.A.c</b>	c. use pronouns consistently across a text		
<b>5.L.1.A.d</b>	d. use and correct verb tenses		
<b>5.L.1.A.e</b>	e. produce a variety of complex sentences in writing		
<b>L.1.B</b>	B. Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A)		
	In written text:		
<b>5.L.1.B.a</b>	a. write legibly		
<b>5.L.1.B.b</b>	b. use a comma before a coordinating conjunction when writing compound sentences		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	SOCIAL STUDIES Missouri Learning Standards: Grade level Expectations
5.L.1.B.c	c. use a comma to separate an introductory clause in a complex sentence		
5.L.1.B.d	d. use a comma to set off the words <i>yes</i> and <i>no</i>		
5.L.1.B.e	e. use italics when keyboarding titles of books, magazines, and newspapers		
5.L.1.B.f	f. use underlining when writing titles of books, magazines, and newspapers		
5.L.1.B.g	g. use quotation marks when writing titles of stories, songs, poems, articles		
5.L.1.B.h	h. use apostrophes in singular nouns to show possession		
5.L.1.B.i	i. write apostrophes in regular plural nouns to show possession		
5.L.1.B.j	j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell		
<b>Speaking/Listening</b>			
1. Listen for a purpose			
SL.1.A	A. Purpose (6-12 Correlation Speaking/Listening 1A, Develop and apply effective listening skills and strategies in formal and informal settings by:		
5.SL.1.A.a	a. following agreed upon rules for listening and fulfilling discussion rules independently		
5.SL.1.A.b	b. posing and responding to specific questions to clarify or follow up on information and making comments that contribute to the discussion and		
5.SL.1.A.c	c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations		

ELEMENTARY ELA/Social Studies Crosswalk—Fifth Grade

ELA Missouri Learning Standards: Grade-Level Expectations		IDEAS	
<b>5.SL.1.A.d</b>	d. listening for speaker’s message and summarizing main points based on evidence		
	2. Listen for entertainment		
<b>SL.2.A</b>	A. Entertainment (No 6-12 Correlation)		
<b>5.SL.2.A.a</b>	Develop and apply effective listening skills and strategies in formal and informal setting by:  a. evaluating and modifying own active listening		
	3. Speak effectively in collaborative discussions		
<b>SL.3.A</b>	A. Collaborative Discussions (6-12 Correlation Speaking/Listening 1A, 1C)		
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
<b>5.SL.3.A.a</b>	a. summarizing points made by others before presenting own ideas, according to classroom expectations		
<b>5.SL.3.A.b</b>	b. providing and evaluating evidence to support opinion		
	4. Speak effectively when presenting		
<b>SL.4.A</b>	A. Presenting (6-12 Correlation Speaking/Listening		
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:		
<b>5.SL.4.A.a</b>	a. using efficient presentation skills with available resources using a variety of media		
<b>5.SL.4.A.b</b>	b. planning an appropriate presentation based on audience		
<b>5.SL.4.A.c</b>	c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint		