

MLK Day Activities – Do You Have a Dream, Too?
Grades 3-5 Correlates to Common Core and NC Essential Standards for Social Studies

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
3	<p>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI-3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI-6 Distinguish their own point of view from that of the author of a text.</p> <p>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI-10 Read and comprehend informational texts.</p>	<p>W-1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W-2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W-10 Write for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</p> <p>3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.</p> <p>3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community’s natural environment.</p> <p>3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community).</p>
4	<p>RI-1 Refer to details and examples in a text</p>	<p>W-1 Write opinion pieces on topics or texts,</p>	<p>4.C&G.1.4 Compare North Carolina’s government</p>

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	<p>when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI-5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts,</p>	<p>supporting a point of view with reasons and information.</p> <p>W-2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W-10 Write for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>with local governments.</p> <p>4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.</p> <p>4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p>

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	<p>graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI-10 Read and comprehend informational texts.</p>		
5	<p>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI-3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>W-1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W-2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and</p>	<p>5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.</p> <p>5.C&G.2.4 Explain why civic participation is important in the United States.</p>

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	<p>RI-5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI-10 Read and comprehend informational texts.</p>	<p>finished work, and provide a list of sources.</p> <p>W-10 Write for a range of discipline-specific tasks, purposes, and audiences.</p>	