

**State of the Union Activities**  
**Grades 3-5 Correlates to Common Core and NC Essential Standards for Social Studies**

<b>GRADE</b>	<b>READING INFORMATION</b>	<b>WRITING</b>	<b>SOCIAL STUDIES</b>
<b>3</b>	<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-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI-9 Compare and contrast the most important points and key details presented in two</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.2.1 Explain change over time through historical narratives. (events, people and places)</p> <p>3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.</p> <p>3.C&amp;G.1.2 Describe the structure of local government and how it functions to serve citizens.</p> <p>3.C&amp;G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>3.C&amp;G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.</p> <p>3.C&amp;G.2.3 Apply skills in civic engagement and public discourse (school, community).</p>

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	<p>texts on the same topic.</p> <p>RI-10 Read and comprehend informational texts.</p>		
<p><b>4</b></p>	<p>RI-1 Refer to details and examples in a text 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</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; take notes and categorize information, and provide a list of sources.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W-10 Write for a range of discipline-specific</p>	<p>4.C&amp;G.1.4 Compare North Carolina’s government with local governments.</p> <p>4.C&amp;G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.</p> <p>4.C&amp;G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</p> <p>(Can also draw parallels between role of NC Governor and US President, highlight President James K. Polk)</p>

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	<p>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, 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-8 Explain how an author uses reasons and evidence to support particular points in a text.</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>	<p>tasks, purposes, and audiences.</p>	
5	<p>RI-1 Quote accurately from a text when explaining what the text says explicitly and</p>	<p>W-1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.</p>

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	<p>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>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</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 finished work, and provide a list of sources.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W-10 Write for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>5.C&amp;G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</p> <p>5.C&amp;G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p> <p>5.C&amp;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&amp;G.2.4 Explain why civic participation is important in the United States.</p>

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	<p>to solve a problem efficiently.</p> <p>RI-8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</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>		