

Anchor	Standard	Read Iowa History	Read Aloud	History Mystery	Think Like...
Inquiry	SS.4.1. Develop and refine questions to actively shape and advance the investigation of the topic.	X			
Inquiry	SS.4.2. Interpret information about specific perspectives or beliefs from sources.	X			
Inquiry	SS.4.3. Make a claim about a topic and support it with evidence from one or more sources.			X	X
Inquiry	SS.4.4. Construct responses to questions using reasoning, examples, and relevant details.	X	X		
Inquiry	SS.4.5. Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies.				
History	SS.4.6. Explain the causes of the American Revolution.				
History	SS.4.7. Evaluate the impact of the strategies used by Great Britain and the American Colonists to win the Revolutionary War.				
History	SS.4.8. Evaluate whether the outcomes of the Revolutionary War solved key problems of the Pre-Revolutionary period.				
History	SS.4.9. Describe the perspectives and impact of key individuals and groups during the American Revolution.				
Geography	SS.4.10. Explain how the natural environment impacted decisions made during the American Revolution using geographic representations.				
Civics/Gov	SS.4.11. Summarize key principles of the Declaration of Independence.				
Geography	SS.4.12. Explain the process by which certain areas of land were added to the United States.				
Geography	SS.4.13. Clarify how westward expansion changed the landscape and how the landscape affected migration.				
Geography	SS.4.14. Describe how the population of Iowa has changed, from a predominantly Native American population to one composed largely of European and American settlers.				
History	SS.4.15. Describe the effects, opportunities, and conflicts that happened when people from different groups came into contact with each other.				
Civics/Gov	SS.4.16. Analyze the effects of government policies intended to promote westward settlement on diverse groups of people.				
Econ/Fin Lit	SS.4.17. Analyze the costs and benefits of migration and resettlement for various groups.				
Geography	SS.4.18. Identify patterns and trends in the locations where immigrant groups settled in the United States.		X	X	X
Geography	SS.4.19. Analyze the push and pull factors that led to new immigrant groups coming to the United States.	X	X	X	X
History	SS.4.20. Compare and contrast the experiences of different immigrant groups to the United States.	X	X	X	X
History	SS.4.21. Describe the diverse cultural makeup of Iowa's past and present in the local community, including Native American and agricultural communities.	X	X	X	X
Civics/Gov	SS.4.22. Explain why the United States made policies intended to encourage, restrict, and/or document populations of people entering the nation.				
Civics/Gov	SS.4.23. Evaluate civic virtues displayed by immigrants and immigrant groups coming to and settling in the United States.				
Econ/Fin Lit	SS.4.24. Identify factors that can influence people's different spending and saving choices.				
Econ/Fin Lit	SS.4.25. Create a simple budget to plan how to spend and save money to meet financial goals.				
Econ/Fin Lit	SS.4.26. Identify why it is important and ways to protect personal financial information.				
Econ/Fin Lit	SS.4.27. Describe what credit is and how it is used.				

Strand	Standard	Read Iowa History	Read Aloud
Reading: Literature	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (DOK 1,2,3)		X
Reading: Literature	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (DOK 2,3)	X	X
Reading: Literature	RL.4.6. Compare and contrast the point of view and/or perspective from which different stories are narrated, including the difference between first- and third-person narrations. (DOK 2,3)		X
Reading: Literature	RL.4.7. Make connections between a literary text and a visual/oral presentation of the text (e.g., mood, aspects of characters, or setting). (DOK 2,3,4)		X
Reading: Literature	RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literary text. (DOK 3,4)		X
Reading: Informational Text	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1,2,3)	X	X
Reading: Informational Text	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (DOK 2,3)	X	X
Reading: Informational Text	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific details from the text. (DOK 2,3)	X	X
Reading: Informational Text	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (DOK 1,2,3)	X	X
Reading: Informational Text	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (DOK ,2,3)		X
Reading: Informational Text	RI.4.7. 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 comprehension of the text. (DOK 2,3)		X
Writing	W.4.8. 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. (DOK 1,2,3)	X	
Writing	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK 1,2,3,4)	X	

*Only the Iowa Literacy Standards applied in the Goldie's History Kit are listed.