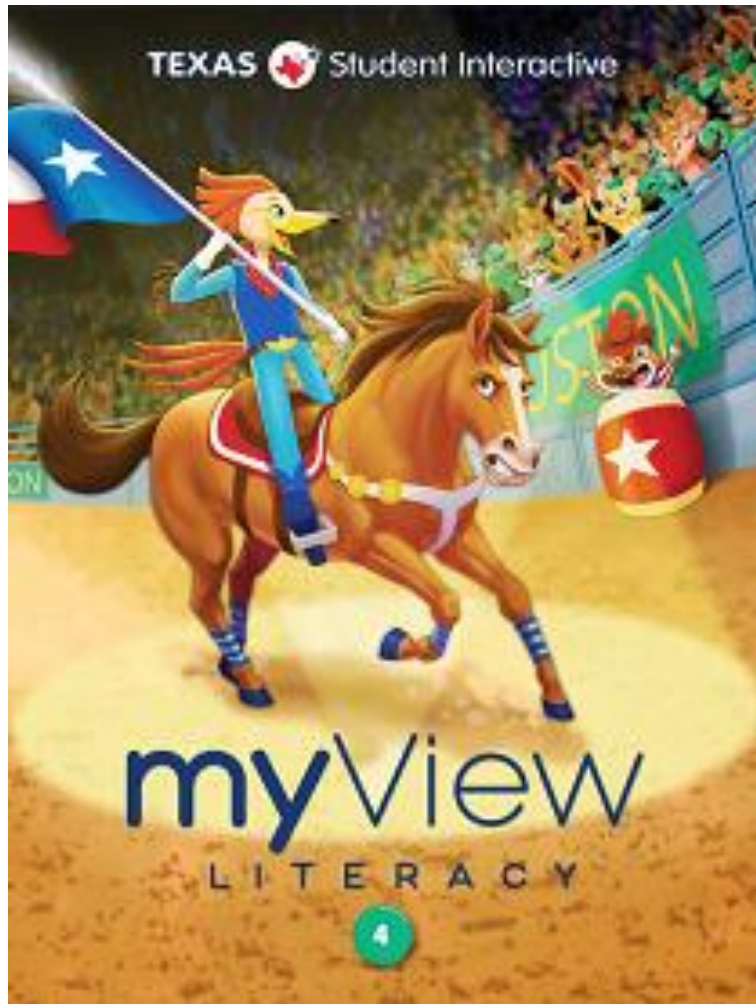


## A Correlation of



©2019

To the

# Texas Essential Knowledge and Skills for Social Studies Grade 4

# **A Correlation of Texas myView Literacy, Grade 4, ©2019 to the Texas Essential Knowledge and Skills for Social Studies**

## **Introduction**

This document demonstrates how *Texas myView Literacy* content for Grade 4 meets the Texas Essential Knowledge and Skills for Social Studies, Grade 4. References are to the Teacher Edition.

**Texas myView ©2019** is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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<b>Grade 4 – Knowledge and Skills</b>	
(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:	
(A) explain the possible origins of American Indian groups in Texas and North America;	For opportunities to address this standard please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i> , T236-T255
(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	For supporting content please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i> , T236-T255 Cross-Curricular Perspectives: Social Studies, Blackfoot/Blackfeet, 238; Blackfoot, T240; Native People in Montana, T245
(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and	For supporting content please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i> , T236-T255 Cross-Curricular Perspectives: Social Studies, Blackfoot/Blackfeet, 238; Blackfoot, T240; Native People in Montana, T245
(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.	For opportunities to address this standard please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i> , T236-T255 Cross-Curricular Perspectives: Social Studies, Blackfoot, T240; Native People in Montana, T245
(2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:	
(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;	For opportunities to address this standard please see: <b>Unit 1:</b> <i>Reaching for the Moon</i> , T30-T45 <i>Twins in Space</i> , T164-T175

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(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;	For opportunities to address this standard please see: <b>Unit 1:</b> <i>Reaching for the Moon</i> , T30-T45 <i>Twins in Space</i> , T164-T175 <b>Unit 4:</b> <i>The Himalayas</i> , T237-T249 <b>Unit 5:</b> Matching Texts to Learning: <i>Exploring Our World</i> , T93
(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	For opportunities to address this standards please see: <b>Unit 4:</b> Matching Texts to Learning: <i>Leaders of Change</i> , T304
(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	
(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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(B) summarize the significant contributions of individuals such as Texans William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;	For opportunities to address this standards please see: <b>Unit 4:</b> Matching Texts to Learning: <i>Leaders of Change</i> , T304
(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;	For opportunities to address this standards please see: <b>Unit 4:</b> Matching Texts to Learning: <i>Leaders of Change</i> , T304
(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.- Mexican War.	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:	
(A) describe the impact of the Civil War and Reconstruction on Texas;	For supporting content please see: <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, "First child born free and easy" (social changes), T102, Civil War, T105, Chisholm Trail, T108 Matching Texts to Learning: <i>Great American Speeches</i> , T305

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<p>(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p>	<p>For opportunities to address this standard please see: <b>Unit 4:</b> <i>Thunder Rose</i>, T100-T115 Cross-Curricular Perspectives: Social Studies, Chisholm Trail, T108</p>
<p>(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and</p>	<p>For supporting content please see: <b>Unit 1:</b> Matching Texts to Learning: <i>Railroad Networks</i>, T26 <b>Unit 4:</b> <i>Thunder Rose</i>, T100-T115 Cross-Curricular Perspectives: Social Studies, Civil War, T105</p>
<p>(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>	<p>For opportunities to address this standard please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i>, T236-T255 Cross-Curricular Perspectives: Social Studies, Blackfoot/Blackfeet, T235; Blackfoot, T240; Native People in Montana, T245</p>
<p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p>	
<p>(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;</p>	<p>For opportunities to address this standard please see: <b>Unit 1:</b> <i>Reaching for the Moon</i>, T30-T45</p>
<p>(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.</p>	<p>For opportunities to address this standard please see: <b>Unit 4:</b> Matching Texts to Learning: <i>Leaders of Change</i>, T304</p>
<p>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	
<p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p>	<p>For supporting content please see: <b>Unit 1:</b> Map of Africa, T232 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232 <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39 Map: Bali, T305</p>
<p>(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p>	<p>For supporting content please see: <b>Unit 1:</b> Map of Africa, T232 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232 <b>Unit 5:</b> Map: Standard Time Zones of the World, T38-T39 Map: Bali, T305</p>



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<p>(7) Geography. The student understands the concept of regions. The student is expected to:</p>	
<p>(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Matching Texts to Learning: <i>Texas: A Living Land</i>, T95; <i>Geographic Regions</i>, T161 Cross-Curricular Perspectives: Social Studies, Promote Relationships, T318 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Blackfoot, T238; Blackfoot/Blackfeet, T240 <b>Unit 5:</b> Listening Comprehension: Information Text, Big Bend: Land of Contrasts, T228-T229</p>
<p>(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Matching Texts to Learning: <i>Living on Earth</i>, T160; <i>Geographic Regions</i>, T161 <b>Unit 5:</b> Interact with Sources: Explore the Infographic, The Surface of the Earth, T20-T21 Listening Comprehension: Information Text, Big Bend: Land of Contrasts, T228-T229</p>
<p>(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Map, Discover Extraordinary Iceland, Turn and Talk, T20-T21 Matching Texts to Learning: <i>Living on Earth</i>, T160; <i>Geographic Regions</i>, T16; <i>Why Would You Live There?</i>, T225 Interact with Sources: Explore the Infographic, Cool Homes Around the World, Illustrate, T218-T219 <b>Unit 5:</b> Interact with Sources: Explore the Infographic, The Surface of the Earth, T20-T21 from <i>Planet Earth</i>, T30-T43 Listening Comprehension: Information Text, Big Bend: Land of Contrasts, T228-T229</p>

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<p>(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p>	
<p>(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;</p>	<p>For supporting content please see: <b>Unit 1:</b> Interact with Sources: Explore the Infographic, Where We Live, T88-T89 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Water, T252</p>
<p>(B) describe and explain the location and distribution of various towns and cities in Texas, past and present;</p>	<p>For supporting content please see: <b>Unit 1:</b> Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Cross-Curricular Perspectives: Social Studies, Internment Camps, T300 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Water, T252</p>
<p>(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.</p>	<p>For supporting content please see: <b>Unit 1:</b> Interact with Sources: Explore the Infographic, Where We Live, T88-T89 Cross-Curricular Perspectives: Social Studies, Weather, T238 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, "Tornado Alley," T112; Water, T252 <b>Unit 5:</b> Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23</p>

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<p>(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p>	
<p>(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Matching Texts to Learning: <i>Homes in Early America</i>, T27  <b>Unit 2:</b>            Shared Read: "Deer and Trees," T252-T253  <b>Unit 5:</b>            Matching Texts to Learning: <i>Force and Energy</i>, T27            Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153  <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183</p>
<p>(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Matching Texts to Learning: <i>Homes in Early America</i>, T27; <i>No Place Like Home</i>, T27; <i>Living on Earth</i>, T160            Cross-Curricular Perspectives: Social Studies, Body Adapts, T236; Weather (modify or change surroundings), T238; Gila River Internment Camp, T310  <i>Barbed Wire Baseball</i>, T296-T321  <b>Unit 2:</b>            Matching Texts to Learning: <i>The Urban Jungle</i>, T27</p>

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<p>(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287  <b>Unit 2:</b>            Matching Texts to Learning: <i>The Urban Jungle</i>, T27; <i>Wildfires</i>, T99            Interact with Sources: Explore the Infographic, Part of a Habitat, T230-T231;            Shared Read: "Deer and Trees," T252-T253  <b>Unit 5:</b>            Listening Comprehension: Informational Text, Energy Recovery and Waste, T22-T23            Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153  <i>The Top 10 Ways You Can Reduce Waste</i>, T162-T183            Listening Comprehension: Informational Text, The Footprints Across Earth's Back, T294-T29  <i>Trashing Paradise</i>, T302-T317            "Bye By Plastic Bags on Bali," T318-T319</p>
<p>(10 Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:</p>	
<p>(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and</p>	<p>For supporting content please see:  <b>Unit 4:</b>  <i>The Secret of the Winter Count</i>, T236-T255            Cross-Curricular Perspectives: Social Studies, Blackfoot/Blackfeet, 238; Native People in Montana, T245</p>
<p>(B) explain the economic activities early immigrants to Texas used to meet their needs and wants.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Matching Texts to Learning: <i>Homes in Early America</i>, T27            Also see:  <b>Unit 3:</b>            Shared Read: <i>The Circuit</i>, T243-T255</p>

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(11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:	
(A) describe the development of the free enterprise system in Texas;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(B) describe how the free enterprise system works, including supply and demand; and	For opportunities to address this standard please see: <b>Unit 3:</b> Shared Read: <i>Weslandia</i> , T229-T241
(C) give examples of the benefits of the free enterprise system such as choice and opportunity.	For opportunities to address this standard please see: <b>Unit 3:</b> Shared Read: <i>Weslandia</i> , T229-T241
(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	
(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;	For opportunities to address this standard please see: <b>Unit 3:</b> Shared Read: <i>The Circuit</i> , T243-T255
(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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(E) explain how developments in transportation and communication have influenced economic activities in Texas; and	For opportunities to address this standard please see: <b>Unit 1:</b> Matching Texts to Learning: <i>Railroad Networks</i> , T26 <b>Unit 3:</b> Interact with Sources: Explore the Infographic, <i>Diverse Ways We Communicate</i> , T20-T21
(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:	
(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;	For opportunities to address this standards please see: <b>Unit 1:</b> Matching Texts to Learning: <i>Railroad Networks</i> , T26 <b>Unit 3:</b> Interact with Sources: Explore the Infographic, <i>Diverse Ways We Communicate</i> , T20-T21
(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and	For opportunities to address this standards please see: <b>Unit 1:</b> <i>Reaching for the Moon</i> , T30-T45 <i>Twins in Space</i> , T164-T175
(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	For opportunities to address this standards please see: <b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Economically Interdependent, T313

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(14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	
(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and	For supporting content please see: <b>Unit 4:</b> <i>The Secret of the Winter Count</i> , T236-T255 Cross-Curricular Perspectives: Social Studies, Blackfoot, T38, T40
(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:	
(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and.	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p>	
<p>(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;</p>	<p>For supporting content please see: <b>Unit 1:</b> Matching Texts to Learning: <i>Landmarks of the World</i>, T26 Introduce the Project, Make It a Landmark!, T364-T365 Critical Literacy: Build Background, "Historic Landmarks," T364 Explore and Plan: Argumentative Writing, T366-T367 Conduct Research: Field Research (landmark), T368-T369 Collaborate, T373 Extend Research: Incorporate Media (landmark), T374-T375</p>
<p>(B) sing or recite "Texas, Our Texas";</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(C) recite and explain the meaning of the Pledge to the Texas Flag; and</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>



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<p>(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p>	
<p>(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287  <b>Unit 3:</b>            Introduce the Project: Let’s All Play, T358-T359            Critical Literacy: Build Background, “Playing Together,” T358            Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361            Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365  <b>Unit 5:</b>  <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183</p>
<p>(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;</p>	<p><b>Unit 1:</b>            Interact with Sources: Explore the Primary Source, Taking Care of Our Land, T286-T287  <b>Unit 3:</b>            Introduce the Project: Let’s All Play, T358-T359            Critical Literacy: Build Background, “Playing Together,” T358            Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361            Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365  <b>Unit 5:</b>  <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183</p>

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<p>(C) explain the duty of the individual in state and local elections such as being informed and voting;</p>	<p>For opportunities to address this standard please see:  <b>Unit 3:</b>                      Explore and Plan: Argumentative Writing, A Matter of Opinion, T360-T361                      Collaborate and Discuss: Analyze Student Model, Take a Stand, T364-T365  <b>Unit 5:</b>  <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183</p>
<p>(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and</p>	<p>For opportunities to address this standard please see:  <b>Unit 4:</b>                      Matching Texts to Learning: <i>Leaders of Change</i>, T304</p>
<p>(E) explain how to contact elected and appointed leaders in state and local governments.</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p>	
<p>(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(B) identify leadership qualities of state and local leaders, past and present.</p>	<p><b>Unit 4:</b>                      Matching Texts to Learning: <i>Leaders of Change</i>, T304</p>

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<p>(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p>	
<p>(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;</p>	<p>For supporting content please see:  <b>Unit 1:</b>  <i>Barbed Wire Baseball</i>, T296-T321  <b>Unit 3:</b>                      Essential Question, T12                      Video: "A World of Difference," T12                      Interact with Sources: Explore the Poem, Meals, T80-T81                      Matching Texts to Learning: <i>One Nation, One People</i>, T87                      Interact with Sources: Explore the Media, Making Music Together, T146-T147                      Matching Texts to Learning: <i>Moves and Grooves</i>, T152                      Matching Texts to Learning: <i>One World , Many Cultures</i>, T225                      "The Circuit," T242-T255</p>
<p>(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and</p>	<p>For supporting content please see:  <b>Unit 3:</b>                      Interact with Sources: Explore the Media, Making Music Together, T146-T147                      Cross-Curricular Perspectives: Social Studies, Madi Gras, T160                      Matching Texts to Learning: <i>Moves and Grooves</i>, T152  <b>Unit 4:</b>                      Video: "Stories Shape Us," T12                      Cross-Curricular Perspectives: Social Studies, Yoruba (customs), T39; Folktales/Folklore, T175                      Listening Comprehension: Tall Tales, Pecos Bill and the Coyotes, T92-T93; <i>Thunder Rose</i>, T100-T115  <b>Unit 5:</b>                      Lesson 3: Teach Capitalization Rules (Cinco de Mayo), T137</p>

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<p>(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p>	
<p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;</p>	<p>For supporting content please see: <b>Unit 1:</b> Listening Comprehension: Narrative Nonfiction, Sally Ride, T22-T23 <i>Reaching for the Moon</i>, T30-T45 Cross-Curricular Perspectives: Social Studies, Aldrin, T38; Aldrin/<i>Gemini 12</i>, T40 Intervention Activity: Use Text Evidence, Thomas Edison, T56 <i>Twins in Space</i>, T164-T175</p>
<p>(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and</p>	<p>For supporting content please see: <b>Unit 1:</b> <i>Reaching for the Moon</i>, T30-T45 Interact with Sources: Explore the Media, Everyday Space Technology, T154-T155 <i>Twins in Space</i>, T164-T175 Cross-Curricular Perspectives: Social Studies, International Space Station, T167; Effect of Space, T169; Walking on the Moon, T170</p>
<p>(C) predict how future scientific discoveries and technological innovations might affect life in Texas.</p>	<p>For supporting content please see: <b>Unit 1:</b> <i>Reaching for the Moon</i>, T30-T45 Interact with Sources: Explore the Media, Everyday Space Technology, T154-T155 <i>Twins in Space</i>, T164-T175</p>

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<p>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;</p>	<p><b>Unit 1:</b> Conduct Research: Field Research, T368 Refine Research: Primary and Secondary Sources, T372-T373</p> <p><b>Unit 2:</b> Interact with Sources: Explore the Primary Source, Saving Elephants, T166-T167</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Search Internet, T313</p> <p><b>Unit 4:</b> Conduct Research: Request Information, Question and Answer, T374-T375</p> <p><b>Unit 5:</b> Conduct Research: Expert Assistance, Reach Out to a Pro, T366-T367 Refine Research: Primary and Secondary Sources, T370-T371 Extend Research: Online Archives, T372-T373</p>

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<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Geographic Factors, T243</p> <p><b>Unit 2:</b> Minilesson: Confirm or Correct Predictions, T132-T133 Small Group: Intervention Activity, Confirm or Correct Predictions, T134 Whole Group: Share, T135</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Troy Andrews, T158; Popular Music, T167; Mardi Gras, T160; Tremé, T173; Cause and Effect, T236; Accurate Timekeeping, T237</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Fairy Tale, The Mysterious Mask, T158-T159 Cross-Curricular Perspectives: Social Studies, Compare, T32; Discuss Points of View (categories), T247; Draw Conclusions, T316; Theme, T324</p> <p><b>Unit 5:</b> Minilesson: Analyze Main Idea and Details, T114-T115 Small Group: Intervention Activity, Analyze Main Idea and Details, T116 Whole Group: Share, T117</p>

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<p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b> Video: "Getting to School," T12 Interact with Sources: Explore the Infographic, Cool Homes Around the World, T218-T219 Cross-Curricular Perspectives: Social Studies, Interpret Map, T232</p> <p><b>Unit 2:</b> Video: "Adapt to Survive," T12 ELL Targeted Support, T13</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographic, Diverse Ways We Communicate, T20-T21 Interact with Sources: Explore the Infographic, New Places Affect How We Eat, T218-T219</p> <p><b>Unit 4:</b> Video: "Stories Shape Us," T12 Interact with Sources: Explore Media, Revealing Secrets, T20-T21 Interact with Sources: Explore the Infographic, T298-T299</p> <p><b>Unit 5:</b> Video: "Our Planet," T12 Minilesson: Analyze Text Features, T48-T49 Small Group: Intervention Activity, Analyze Text Features, T150</p>

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<p>(D) identify different points of view about an issue, topic, historical event, or current event; and</p>	<p><b>Unit 3:</b> Video: "A World of Difference," T12 ELL Targeted Support, T13 Minilesson: Compare and Contrast Point of View, T260-T261</p> <p><b>Unit 4:</b> Genre Immersion Lesson: Understand Point of View, T81 Minilesson: Develop Reasons, T149 Writing Support, T149 Cross-Curricular Perspectives: Social Studies, Discuss Points of View, T247</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Diagram, Pollutant Emissions, T152-T153 <i>The Top Ten Ways You Can Reduce Waste</i>, T162-T183</p>
<p>(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p><b>Unit 1:</b> Extend Research: Incorporate Media, T374-T375</p> <p><b>Unit 3:</b> Student Interactive: Approaches to Poetry, Medicine, Mathematics and Poetry?, T299 Extend Research: Incorporate Media, Graphs and Tables, T368-T369</p> <p><b>Unit 4:</b> <i>The Secret of the Winter Count</i>, T236-T255 Close Read: Infer Theme, T242</p>



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<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	
<p>(A) use social studies terminology correctly;</p>	<p>This standard is met throughout the myView program. See representative citations:  <b>Unit 1:</b>                      Minilesson: Develop Vocabulary, T46-T47                      Cross-Curricular Perspectives: Social Studies, Connect to Social Studies Terms, T231  <b>Unit 2:</b>                      Academic Vocabulary: Language of Ideas, T166                      ELL Targeted Support: Vocabulary, T310                      Strategy Group: Develop Vocabulary, T326                      Minilesson: Develop Vocabulary, T324-T325  <b>Unit 3:</b>                      Develop Vocabulary, T152                      Minilesson: Context Clues, T192-T193  <b>Unit 4:</b>                      Cross-Curricular Perspectives: Social Studies, Japan, T43                      "La Culebra," Multicultural Play, T169  <b>Unit 5:</b>                      Close Read: Analyze Vocabulary in Context, T40                      Close Read: Vocabulary in Context, T105                      Possible Teaching Point: Academic Vocabulary: Context Clues, T167</p>

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<p>(B) incorporate main and supporting ideas in verbal and written communication;</p>	<p><b>Unit 1:</b>                      Minilesson: Use Text Evidence, T54-T55                      Analyze Main Idea and Details, T94                      Minilesson: Analyze Main Idea and Details, T116-T117                      Cross-Curricular Perspectives: Social Studies, Zeni-Japanese American, T298</p> <p><b>Unit 2:</b>                      Wrap-Up: Main Idea and Details, T23                      Minilesson: Main Idea and Key Details, T24-T25                      Analyze Main Idea and Details, T26                      Close Read: Analyze Main Idea and Details, T32                      First Read: Notice, T42                      Minilesson: Main Idea and Key Details, T54-T55                      Strategy Group: Analyze Main Idea and Details, T56</p> <p><b>Unit 5:</b>                      Minilesson: Informational Text, T90                      Analyze Main Idea and Details, T92                      Close Read: Analyze Main Idea and Details, T98                      Minilesson: Analyze Main Idea and Details, T114-T115                      Small Group: Intervention Activity, Analyze Main Idea and Details, T117                      Whole Group: Share, T118                      Explain Ideas, T232                      Minilesson: Explain Ideas, T254                      Strategy Group: Explain Ideas, T256</p>

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<p>(C) express ideas orally based on research and experiences;</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p><b>Unit 1</b> Brainstorm and Set a Purpose, T81 Introduce the Project, T364 Conduct Research: Field Research, T368</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T254-T255; T324-T325 Reflect and Share: Talk About It, T336 Celebrate and Reflect: Celebrate!, T378</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T50-T51; T328-T329 Publish and Celebrate, T350 Book Club Options, T375</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Different Points of View, T247 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Celebrate and Reflect: Celebrate!, T384</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T56-T57; T332-T333 Collaborate, T372 Celebrate and Reflect: Celebrate!, T377 Book Club Options, T379</p>

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<p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>	<p>This standard is met throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b>            Minilesson: Brainstorm and Set a Purpose, T81            Reflect and Share: Write to Sources, T124-T125            Write for a Reader: Use Text Structure, T198-T199            Introduce the Project, T364            Extend Research: Incorporate Media, T374-T375</p> <p><b>Unit 2:</b>            Minilesson: Plan Your Travel Article, T86; Write to Sources, T200-T201            Writing Assessment: Travel Article, T361            Conduct Research: Library Databases, T370            Refine Research: Develop a Bibliography, T374</p> <p><b>Unit 3:</b>            Reflect and Share: Write to Sources, T116-T117; T188-T189            Take Notes, T146            Extend Research: Incorporate Media, T368-T369</p> <p><b>Unit 4:</b>            Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367            Project-Based Inquiry: Integrate your Instruction, Social Studies, T367            Refine Research: Creating a Bibliography, T378-T379</p> <p><b>Unit 5:</b>            Inquire: Introduce the Project, T362            Explore and Plan: Opinions and Claims, T364-T365            Extend Research: Online Archives, T372            Collaborate, T372            Bibliography, T376</p>

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<p>(E) use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>Students apply this standard throughout the myView program when following the writing process. See representative citations:</p> <p><b>Unit 1:</b>            Minilesson: Brainstorm and Set a Purpose, T81            Reflect and Share: Write to Sources, T124-T125            Write for a Reader: Use Text Structure, T198-T199            Reflect and Share: Write to Sources, T256-T257            Write for a Reader: Develop Author’s Purpose, T344-T345</p> <p><b>Unit 2:</b>            Minilesson: Brainstorm and Set a Purpose, T85;            Plan Your Travel Article, T86; Write to Sources, T200-T201            Writing Assessment: Travel Article, T361            Write for a Reader: Use Imagery, T276-T277            Writing Assessment: Travel Article, T361</p> <p><b>Unit 3:</b>            Reflect and Share: Write to Sources, T116-T117            Writing Club, T141; T188-T189            Minilesson: Compose Dialogue, T210            Write for a Reader: Audience, T364</p> <p><b>Unit 4:</b>            Minilesson: Plan Your Opinion Essay, T84-T85            Minilesson: Use Exaggeration, T138-T139            Independent Writing, T150            Writing Assessment, T365            Next Steps, T375            Write for a Reader: Audience, T376</p> <p><b>Unit 5:</b>            Reflect and Share: Write to Sources, T122-T123            Writing Workshop, T133            Independent Writing, T144            Write for a Reader: Use Literary Devices, T206-T207            Select a Genre, T221</p>

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<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p><b>Unit 1:</b> Week 6: Project-Based Inquiry, Problem-Solving, T5 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361</p> <p><b>Unit 2:</b> Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p><b>Unit 3:</b> Week 6: Project-Based Inquiry, Problem-Solving, T5 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355</p> <p><b>Unit 4:</b> Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p><b>Unit 5:</b> Week 6: Project-Based Inquiry, Problem-Solving, T5</p>
<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p><b>Unit 1:</b> Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Compare Across Texts: Networks, T362-T363</p> <p><b>Unit 3:</b> Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T355 Compare Across Texts: Diversity, T356-T357</p> <p><b>Unit 4:</b> Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367 Compare Across Texts: Impacts, T368-T369</p>