

NCSS <i>History Standards</i> Historical Thinking Standard 3 <hr/> Analyze cause and effect relationships (NCSS, 2002, p. 44)	NCTE/IRA <i>Standards for the English Language Arts</i> Standard 3 <hr/> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (NCTE & IRA, 2010, p. 22)	CCSS Writing; Grade 5 students <hr/> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences... c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. (CCSS, 2010, p. 20)
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Domain	Topic	Level 1	Level 2	Level 3	Level 4	Level 5
WRITING	Immigration Colonization Cross-cultural experiences	List family members or historical figures with countries of origin, using maps or charts	Create personal or historical family trees using graphic organizers and photographs	Produce illustrated family or group histories through albums, journals, diaries, or travelogues	Research (e.g., by conducting interviews) and report family or historical journeys	Discuss, in paragraph form, cause/effect, historical patterns, or impact of movement of peoples from nation to nation

PreK–12 English Language Proficiency Standards, Grade Level Cluster 4–5, Standard 5 (TESOL, 2006, p. 77)
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Figure 3. Standards Comparison Chart