

# Common Core State Standards – Grade 4

Becoming Invisible: From Camouflage to Cloaks

Carla Mooney

Norwood House Press

Correlated to the Common Core State Standards for English Language Arts

For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards. SE = Student Edition.

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Becoming Invisible: From Camouflage to Cloaks
<b>Key Ideas and Details</b>		
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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 14, 18, 37, 39
RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38
RI.4.3.	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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5-8, 9-15, 16-25
<b>Craft and Structure</b>		
RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45
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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 11, 13, 16, 22, 24, 32
<b>Integration of Knowledge and Ideas</b>		
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams,	<b>SE:</b> 13, 17, 27, 28, 33, 37

	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.	
<b>RI.4.8.</b>	Explain how an author uses reasons and evidence to support particular points in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 18, 22, 30-32, 37, 38-43
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.4.10.</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 18, 26-27, 37

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Becoming Invisible: From Camouflage to Cloaks</b>
<b>Fluency</b>		
<b>RF.4.4.</b>	Read with sufficient accuracy and fluency to support comprehension: a. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 16-17, 42-43
<b>RF.4.4.</b>	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 21, 23, 37
<b>RF.4.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 18, 26-27, 38

<b>Vocabulary Acquisition and Use</b>		
<b>L.4.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42
<b>L.4.4.</b>	c. Consult reference materials (e.g.,	<b>SE:</b> 44-45

	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
<b>L.4.6.</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45</p>

# Common Core State Standards – Grade 5

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Becoming Invisible: From Camouflage to Cloaks
	<b>Key Ideas and Details</b>	
RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 14, 18, 37, 39
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38
RI.5.3.	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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5-8, 9-15, 16-25
	<b>Craft and Structure</b>	
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45
	<b>Integration of Knowledge and Ideas</b>	
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 18, 22, 30-32, 37, 38-43
	<b>Range of Reading and Level of Text Complexity</b>	

<b>RI.5.10.</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 18, 26-27, 37
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Becoming Invisible: From Camouflage to Cloaks</b>
<b>Fluency</b>		
<b>RF.5.4.</b>	Read with sufficient accuracy and fluency to support comprehension: d. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 16-17, 42-43
<b>RF.5.4.</b>	e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 21, 23, 37
<b>RF.5.4.</b>	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 18, 26-27, 38

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Becoming Invisible: From Camouflage to Cloaks</b>
<b>Vocabulary Acquisition and Use</b>		
<b>L.5.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42
<b>L.5.4.</b>	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>SE:</b> 44-45

# Common Core State Standards – Grade 6

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Becoming Invisible: From Camouflage to Cloaks
	<b>Key Ideas and Details</b>	
RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 14, 18, 37, 39
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38
RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5-8, 9-15, 16-25
	<b>Craft and Structure</b>	
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45
RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 11, 13, 16, 22, 24, 32
RI.6.6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38

<b>Integration of Knowledge and Ideas</b>		
<b>RI.6.7.</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>SE:</b> 13, 17, 27, 28, 33, 37
<b>RI.6.8.</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 18, 22, 30-32, 37, 38-43
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.6.10.</b>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 18, 26-27, 37

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Content-area Vocabulary Builder</b>
<b>Vocabulary Acquisition and Use</b>		
<b>L.6.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42
<b>L.6.4.</b>	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>SE:</b> 44-45
<b>L.6.4.</b>	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45
<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR SCIENCE &amp; TECHNICAL SUBJECTS</b>	<b>Becoming Invisible: From Camouflage to Cloaks</b>
<b>Key Ideas and Details</b>		
<b>RST.6.1.</b>	Cite specific textual evidence to support analysis of science and technical texts.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 14, 18, 37, 39
<b>RST.6.2.</b>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38
<b>Craft and Structure</b>		
<b>RST.6.4.</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<b>SE:</b> 5, 8, 10, 13, 17, 21, 25, 27, 32, 33, 34, 35, 42, 44-45
<b>RST.6.5.</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 11, 13, 16, 22, 24, 32
<b>RST.6.6.</b>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 4, 16, 26, 38
<b>Integration of Knowledge and Ideas</b>		
<b>RST.6.7.</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<b>SE:</b> 13, 17, 27, 28, 33, 37
<b>RST.6.8.</b>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 18, 22, 30-32, 37, 38-43
<b>Range of Reading and Level of Text Complexity</b>		
<b>RST.6.10.</b>	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 7, 18, 26-27, 37