

Common Core State Standards – Grade 4

Hybrid Cars
Bonnie Juettner
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	Hybrid Cars
Key Ideas and Details		
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> SE: 7, 11, 14, 20, 27, 33, 37, 41
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> SE: 4, 13, 21, 32
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> SE: 4-6, 8-10, 12, 13-20
Craft and Structure		
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> .	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
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> SE: 8, 14, 24, 32
Integration of Knowledge and Ideas		
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams,	SE: 35

	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.	
RI.4.8.	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> SE: 5, 9, 12, 19, 24, 26, 29, 39
Range of Reading and Level of Text Complexity		
RI.4.10.	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> SE: 6, 14, 22, 33

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Hybrid Cars
Fluency		
RF.4.4.	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> SE: 7, 18, 24, 36
RF.4.4.	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> SE: 12, 20, 26, 39
RF.4.4.	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> SE: 6, 12, 24, 29, 33

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Content-area Vocabulary Builder
Vocabulary Acquisition and Use		
L.4.4.	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	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40

	meaning of a word or phrase.	
L.4.4.	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.	SE: 43-44
L.4.6.	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).	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44

Common Core State Standards – Grade 5

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Hybrid Cars
Key Ideas and Details		
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> SE: 7, 11, 14, 20, 27, 33, 37, 41
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> SE: 4, 13, 21, 32
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> SE: 4-6, 8-10, 12, 13-20
Craft and Structure		
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> .	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
Integration of Knowledge and Ideas		
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> SE: 5, 9, 12, 19, 24, 26, 29, 39
Range of Reading and Level of Text Complexity		

RI.5.10.	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> SE: 6, 14, 22, 33
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CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Hybrid Cars
Fluency		
RF.5.4.	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> SE: 7, 18, 24, 36
RF.5.4.	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> SE: 12, 20, 26, 39
RF.5.4.	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> SE: 6, 12, 24, 29, 33

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Hybrid Cars
Vocabulary Acquisition and Use		
L.5.4.	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.	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40
L.5.4.	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.	SE: 43-44

Common Core State Standards – Grade 6

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Hybrid Cars
Key Ideas and Details		
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> SE: 7, 11, 14, 20, 27, 33, 37, 41
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> SE: 4, 13, 21, 32
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> SE: 4-6, 8-10, 12, 13-20
Craft and Structure		
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
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> SE: 8, 14, 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> SE: 4, 13, 21, 32

Integration of Knowledge and Ideas		
RI.6.7.	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.	SE: 35
RI.6.8.	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> SE: 5, 9, 12, 19, 24, 26, 29, 39
Range of Reading and Level of Text Complexity		
RI.6.10.	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> SE: 6, 14, 22, 33

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Content-area Vocabulary Builder
Vocabulary Acquisition and Use		
L.6.4.	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.	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40
L.6.4.	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.	SE: 43-44
L.6.4.	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).	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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CCSS REFERENCE	READING STANDARDS FOR HISTORY/SOCIAL STUDIES	Hybrid Cars
Key Ideas and Details		
RH.6.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 7, 11, 14, 20, 27, 33, 37, 41</i>
RH.6.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 4, 13, 21, 32</i>
RH.6.3.	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 4-6, 8-10, 12, 13-20</i>
Craft and Structure		
RH.6.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
RH.6.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 8, 14, 24, 32</i>
RH.6.6.	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 4, 13, 21, 32</i>
Integration of Knowledge and Ideas		
RH.6.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	SE: 5, 9-11, 15-17, 19, 23, 25, 27-28, 30-31, 34-35, 37-38, 40-41
RH.6.8.	Distinguish among fact, opinion, and reasoned judgment in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example: SE: 5, 9, 12, 19, 24, 26, 29, 39</i>
Range of Reading and Level of Text Complexity		
RH.6.10.	By the end of grade 8, read and comprehend	<i>This standard is addressed through the text. See,</i>

	history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<i>for example:</i> SE: 6, 14, 22, 33
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CCSS REFERENCE	READING STANDARDS FOR SCIENCE & TECHNICAL SUBJECTS	Hybrid Cars
Key Ideas and Details		
RST.6.1.	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> SE: 7, 11, 14, 20, 27, 33, 37, 41
RST.6.2.	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> SE: 4, 13, 21, 32
Craft and Structure		
RST.6.4.	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> .	SE: 5, 6, 8, 9, 14, 17, 24, 36, 37, 40, 43-44
RST.6.5.	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> SE: 8, 14, 24, 32
RST.6.6.	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> SE: 4, 13, 21, 32
Integration of Knowledge and Ideas		
RST.6.7.	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).	SE: 35
RST.6.8.	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> SE: 5, 9, 12, 19, 24, 26, 29, 39
Range of Reading and Level of Text Complexity		
RST.6.10.	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> SE: 6, 14, 22, 33