

# Common Core State Standards – Grade 5

Living Systems: Life’s Inside Story  
Emily Sohn and Patricia Ohlenroth  
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	Living Systems: Life’s Inside Story
<b>Key Ideas and Details</b>		
<b>RI.5.1.</b>	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> 8, 9, 11, 14, 16, 17, 18, 24, 35, 36, 40
<b>RI.5.2.</b>	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> 10, 15, 16, 25, 30, 32, 34
<b>RI.5.3.</b>	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> 8, 9, 11, 14, 16, 17, 18, 24, 35, 36, 40
<b>Craft and Structure</b>		
<b>RI.5.4.</b>	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> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40, 45
<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> 5, 13, 24, 35

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Living Systems: Life's Inside Story
	<b>Fluency</b>	
<b>RF.5.4.</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> 10, 25, 29, 42
<b>RF.5.4.</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> 11, 14, 33, 41
<b>RF.5.4.</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> 28, 38, 43, 44

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Living Systems: Life's Inside Story
	<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. a. 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> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40
<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> 45

# Common Core State Standards – Grade 6

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Living Systems: Life’s Inside Story
<b>Key Ideas and Details</b>		
<b>RI.6.1.</b>	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> 8, 9, 11, 14, 16, 17, 18, 24, 35, 36, 40
<b>RI.6.2.</b>	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> 10, 15, 16, 25, 30, 32, 34
<b>RI.6.3.</b>	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> 8, 9, 11, 14, 16, 17, 18, 24, 35, 36, 40
<b>Craft and Structure</b>		
<b>RI.6.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>SE:</b> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40, 45
<b>RI.6.5.</b>	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, 16-18, 20, 25-29
<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	<b>SE:</b> 8, 11, 16, 17, 18, 20, 21, 23, 25, 26, 27, 28, 31, 32, 35

	words to develop a coherent understanding of a topic or issue.	
<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> 5, 13, 24, 35

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Living Systems: Life’s Inside Story</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> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40
<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> 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> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40, 45
<b>L.6.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE:</b> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40, 45

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR SCIENCE &amp; TECHNICAL SUBJECTS</b>	<b>Living Systems: Life’s Inside Story</b>
<b>Key Ideas and Details</b>		

<b>RST.6.1.</b>	Cite specific textual evidence to support analysis of science and technical texts.	<b>SE:</b> 8, 9, 11, 14, 16, 17, 18, 24, 35, 36, 40
<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> 10, 15, 16, 25, 30, 32, 34
<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> 10, 11, 13, 15, 17, 26, 27, 31, 32, 33, 36, 37, 38, 40, 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, 16-18, 20, 25-29
<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> 8, 11, 16, 17, 18, 20, 21, 23, 25, 26, 27, 28, 31, 32, 35
<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> 5, 13, 24, 35