

Common Core State Standards – Grade 3

Magnetism and Electricity: The Broken Toy Car
 By Emily Sohn and Joseph Brennan
 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	Magnetism and Electricity: The Broken Toy Car
Key Ideas and Details		
RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE: 8, 10, 12, 13, 15, 16, 21, 24, 25
RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 9-10, 13-14, 24-25
RI.3.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 8, 10, 12, 13, 14, 15, 16, 21, 24, 25
Craft and Structure		
RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	SE: 4, 7, 9, 10, 11, 14, 16, 17, 18, 19, 21, 24, 27, 30
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 4, 7, 9, 10, 11, 14, 16, 17, 18, 19, 21, 24, 27, 30, 32
Integration of Knowledge and Ideas		
RI.3.7.	Use information gained from illustrations (e.g.,	SE: 7, 9, 10, 12, 14, 15, 23, 24, 25, 26, 27

	maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 6-8, 14, 22-23
Range of Reading and Level of Text Complexity		
RI.3.10.	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 2–3 text complexity band independently and proficiently.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 12, 25, 29

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Magnetism and Electricity: The Broken Toy Car
Fluency		
RF.3.4.	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: 6, 15, 23, 28
RF.3.4.	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: 10, 16, 22, 27
RF.3.4.	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: 7, 14, 20, 26

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Magnetism and Electricity: The Broken Toy Car
Vocabulary Acquisition and Use		
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 4, 7, 9, 10, 11, 14, 16, 17, 18, 19, 24, 27

L.3.4.	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	SE: 30
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Common Core State Standards – Grade 4

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Correlated to the Common Core State Standards for English Language Arts

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Magnetism and Electricity: The Broken Toy Car
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.	SE: 8, 10, 12, 13, 15, 16, 21, 24, 25
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: 9-10, 13-14, 24-25
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: 8, 10, 12, 13, 14, 15, 16, 21, 24, 25
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: 4, 7, 9, 10, 11, 14, 16, 17, 18, 19, 21, 24, 27, 30
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: 6-8, 14, 22-23
Integration of Knowledge and Ideas		
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams,	SE: 12, 14, 23, 24, 25, 26, 27

	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.	
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: 4, 12, 25, 29

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Magnetism and Electricity: The Broken Toy Car
Fluency		
RF.4.4.	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: 6, 15, 23, 28
RF.4.4.	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: 10, 16, 22, 27
RF.4.4.	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: 7, 14, 20, 26

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Magnetism and Electricity: The Broken Toy Car
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. b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE: 4, 7, 9, 10, 11, 14, 16, 17, 18, 19, 24, 27
L.4.4.	c. Consult reference materials (e.g.,	SE: 30

	ictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
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