

# Common Core State Standards – Grade 3

Matter and Energy: Finding the Power  
By Emily Sohn and Nina Tsang  
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	Matter and Energy: Finding the Power
<b>Key Ideas and Details</b>		
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, 11, 12, 14, 16, 17, 19, 21, 22, 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: 8, 9, 12, 20, 23
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, 11, 14, 17, 19, 21, 22, 24, 26
<b>Craft and Structure</b>		
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: 5, 8, 9, 10, 18, 19, 21, 23, 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: 5, 8, 9, 10, 18, 19, 21, 23, 30, 32
<b>Integration of Knowledge and Ideas</b>		
RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where,	SE: 9, 11, 15, 19, 26

	when, why, and how key events occur).	
<b>RI.3.8.</b>	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> <b>SE:</b> 6-8, 13-15, 18-19
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.3.10.</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 2–3 text complexity band independently and proficiently.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 5, 15, 20, 29

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Matter and Energy: Finding the Power</b>
<b>Fluency</b>		
<b>RF.3.4.</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> 6, 17, 19, 28
<b>RF.3.4.</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> 8, 19, 23, 26
<b>RF.3.4.</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> 11, 13, 14, 25

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Matter and Energy: Finding the Power</b>
<b>Vocabulary Acquisition and Use</b>		
<b>L.3.4.</b>	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.	<b>SE:</b> 5, 8, 9, 10, 18, 19, 21, 23
<b>L.3.4.</b>	d. Use glossaries or beginning dictionaries, both print and digital, to determine or	<b>SE:</b> 30

	clarify the precise meaning of key words and phrases.	
--	-------------------------------------------------------	--

# Common Core State Standards – Grade 4

**Matter and Energy: Finding the Power**  
 By Emily Sohn and Nina Tsang  
 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	Matter and Energy: Finding the Power
<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.	<b>SE:</b> 8, 11, 12, 14, 16, 17, 19, 21, 22, 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> <b>SE:</b> 8, 9, 12, 20, 23
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> 8, 11, 14, 17, 19, 21, 22, 24, 26
<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, 9, 10, 18, 19, 21, 23, 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> <b>SE:</b> 6-8, 13-15, 18-19
<b>Integration of Knowledge and Ideas</b>		
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on	<b>SE:</b> 26

	Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
<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> 5, 15, 20, 29

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Matter and Energy: Finding the Power</b>
<b>Fluency</b>		
<b>RF.4.4.</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> 6, 17, 19, 28
<b>RF.4.4.</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> 8, 19, 23, 26
<b>RF.4.4.</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> 11, 13, 14, 25

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Matter and Energy: Finding the Power</b>
<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. b. 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, 9, 10, 18, 19, 21, 23
<b>L.4.4.</b>	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	<b>SE:</b> 30

	and determine or clarify the precise meaning of key words and phrases.	
--	------------------------------------------------------------------------	--