

# Common Core State Standards – Grade 4

Recycled Tires  
Toney Allman  
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	Recycled Tires
<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> 9, 12, 18, 21, 25, 28, 35, 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, 14, 24, 34
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> 4, 6-7, 9-13, 14, 16, 18-19, 21-23, 24-27
<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
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> 4, 12, 14, 22, 25, 35, 39
<b>Integration of Knowledge and Ideas</b>		
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>

		<b>SE:</b> 10, 13, 16, 22, 30, 37, 39
	<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, 13, 30, 35

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Recycled Tires</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> 9, 16, 38, 39
<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> 16, 19, 35, 38
<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> 10, 12, 28, 30

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Content-area Vocabulary Builder</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. 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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40
<b>L.4.4.</b>	c. Consult reference materials (e.g.,	<b>SE:</b> 42-43

	<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>	<b>SE:</b> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43

# Common Core State Standards – Grade 5

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Recycled Tires
<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> 9, 12, 18, 21, 25, 28, 35, 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, 14, 24, 34
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> 4, 6-7, 9-13, 14, 16, 18-19, 21-23, 24-27
<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
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> 10, 13, 16, 22, 30, 37, 39
<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, 13, 30, 35
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Recycled Tires</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> 9, 16, 38, 39
<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> 16, 19, 35, 38
<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> 10, 12, 28, 30

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Recycled Tires</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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 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> 42-43

# Common Core State Standards – Grade 6

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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	Recycled Tires
	<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> 9, 12, 18, 21, 25, 28, 35, 39
<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> 4, 14, 24, 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> 4, 6-7, 9-13, 14, 16, 18-19, 21-23, 24-27
	<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
<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> 4, 12, 14, 22, 25, 35, 39
<b>RI.6.6.</b>	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, 14, 24, 34

<b>Integration of Knowledge and Ideas</b>		
<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> 10, 13, 16, 22, 30, 37, 39
<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, 13, 30, 35

<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 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> 42-43
<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
<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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43

CCSS REFERENCE	READING STANDARDS FOR HISTORY/SOCIAL STUDIES	Recycled Tires
<b>Key Ideas and Details</b>		
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:</i> <b>SE:</b> 9, 12, 18, 21, 25, 28, 35, 39
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:</i> <b>SE:</b> 4, 14, 24, 34
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:</i> <b>SE:</b> 4, 6-7, 9-13, 14, 16, 18-19, 21-23, 24-27
<b>Craft and Structure</b>		
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.	<b>SE:</b> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
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:</i> <b>SE:</b> 4, 12, 14, 22, 25, 35, 39
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:</i> <b>SE:</b> 4, 14, 24, 34
<b>Integration of Knowledge and Ideas</b>		
RH.6.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>SE:</b> 5-6, 8, 11, 15, 17-18, 20-23, 25-27, 29, 31-32, 36-37, 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:</i> <b>SE:</b> 10, 13, 16, 22, 30, 37, 39
<b>Range of Reading and Level of Text Complexity</b>		
RH.6.10.	By the end of grade 8, read and comprehend history/social studies 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, 13, 30, 35



CCSS REFERENCE	READING STANDARDS FOR SCIENCE & TECHNICAL SUBJECTS	Recycled Tires
<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> 9, 12, 18, 21, 25, 28, 35, 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, 14, 24, 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> 4, 6, 7, 9, 10, 11, 12, 13, 29, 33, 40, 42-43
<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> 4, 12, 14, 22, 25, 35, 39
<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, 14, 24, 34
<b>Integration of Knowledge and Ideas</b>		
<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> 10, 13, 16, 22, 30, 37, 39
<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, 13, 30, 35