

Common Core State Standards – Grade 4

The Seed Vault
Bonnie Jeuttner
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 | The Seed Vault |
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| 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, 10, 13, 18, 22, 26, 40 |
| 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, 15, 24, 35 |
| 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: 6-14, 15-21, 23 |
| 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, 11, 12, 13, 25, 28, 38, 40, 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: 11, 23, 26, 40 |
| Integration of Knowledge and Ideas | | |
| RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, | SE: 31 |

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| | 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: 8-9, 13, 18, 23, 40 |
| 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: 7, 13, 25, 36 |

| CCSS REFERENCE | READING STANDARDS FOR FOUNDATIONAL SKILLS | The Seed Vault |
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| 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: 10, 18, 27, 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: 11, 19, 22, 27 |
| 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: 7, 12, 22, 25 |

| CCSS REFERENCE | READING STANDARDS FOR LANGUAGE | Content-area Vocabulary Builder |
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| 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: 4, 7, 11, 12, 13, 25, 28, 38, 40 |

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| | 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: 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: 4, 7, 11, 12, 13, 25, 28, 38, 40, 44 |

Common Core State Standards – Grade 5

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| CCSS REFERENCE | READING STANDARDS FOR INFORMATIONAL TEXT | The Seed Vault |
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| 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, 10, 13, 18, 22, 26, 40 |
| 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, 15, 24, 35 |
| 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: 6-14, 15-21, 23 |
| 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: 4, 7, 11, 12, 13, 25, 28, 38, 40, 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: 8-9, 13, 18, 23, 40 |
| Range of Reading and Level of Text Complexity | | |

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| 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: 7, 13, 25, 36 |
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| CCSS REFERENCE | READING STANDARDS FOR FOUNDATIONAL SKILLS | The Seed Vault |
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| 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: 10, 18, 27, 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: 11, 19, 22, 27 |
| 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: 7, 12, 22, 25 |

| CCSS REFERENCE | READING STANDARDS FOR LANGUAGE | The Seed Vault |
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| 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: 4, 7, 11, 12, 13, 25, 28, 38, 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: 44 |

Common Core State Standards – Grade 6

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| CCSS REFERENCE | READING STANDARDS FOR INFORMATIONAL TEXT | The Seed Vault |
|---|---|---|
| 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, 10, 13, 18, 22, 26, 40 |
| 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, 15, 24, 35 |
| 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: 6-14, 15-21, 23 |
| 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: 4, 7, 11, 12, 13, 25, 28, 38, 40, 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: 11, 23, 26, 40 |
| 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, 15, 24, 35 |
| Integration of Knowledge and Ideas | | |

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| 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: 31 |
| 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: 8-9, 13, 18, 23, 40 |
| 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: 7, 13, 25, 36 |

| CCSS REFERENCE | READING STANDARDS FOR LANGUAGE | Content-area Vocabulary Builder |
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| 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: 4, 7, 11, 12, 13, 25, 28, 38, 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: 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: 4, 7, 11, 12, 13, 25, 28, 38, 40, 44 |
| L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and | SE: 4, 7, 11, 12, 13, 25, 28, 38, 40, 44 |

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| | phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
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| CCSS REFERENCE | READING STANDARDS FOR SCIENCE & TECHNICAL SUBJECTS | The Seed Vault |
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| 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, 10, 13, 18, 22, 26, 40 |
| 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, 15, 24, 35 |
| 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: 4, 7, 11, 12, 13, 25, 28, 38, 40, 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: 11, 23, 26, 40 |
| 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, 15, 24, 35 |
| 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: 31 |
| 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: 8-9, 13, 18, 23, 40 |
| 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: 7, 13, 25, 36 |