

Common Core State Standards – Grade 5

Variables and Experiments: Getting Across the River
Emily Sohn and Frederick Fellows
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	Variables and Experiments: Getting Across the River
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: 8, 12, 18, 20, 30, 34, 35, 39, 40, 41, 42
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: 13, 24, 38
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: 22-23, 31-35
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: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38, 45
Range of Reading and Level of Text Complexity		
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: 6, 15, 22, 30

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Variables and Experiments: Getting Across the River
Fluency		
RF.5.4.	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: 7, 16, 26, 34
RF.5.4.	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: 8, 27, 33, 44
RF.5.4.	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: 9, 17, 23, 28

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Variables and Experiments: Getting Across the River
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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	SE: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38
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: 45

Common Core State Standards – Grade 6

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Variables and Experiments: Getting Across the River
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: 8, 12, 18, 20, 30, 34, 35, 39, 40, 41, 42
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: 13, 24, 38
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: 22-23, 31-35
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: 5, 8, 13, 14, 15, 16, 19, 21, 22, 23, 24, 25, 31, 36, 37, 40, 45
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: 13, 24, 31-35, 38
Integration of Knowledge and Ideas		
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in	SE: 17, 19, 21, 34, 38, 39, 40, 41, 42

	words to develop a coherent understanding of a topic or issue.	
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: 6, 15, 22, 30

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Variables and Experiments: Getting Across the River
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: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38
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: 45
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: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38, 45
L.6.6.	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.	SE: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38, 45

CCSS REFERENCE	READING STANDARDS FOR SCIENCE & TECHNICAL SUBJECTS	Variables and Experiments: Getting Across the River
Key Ideas and Details		
RST.6.1.	Cite specific textual evidence to support analysis of science and technical texts.	SE: 8, 12, 18, 20, 30, 34, 35, 39, 40, 41, 42
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: 13, 24, 38
RST.6.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	SE: 10-12, 14-19, 24-28, 38-42
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: 5, 11, 14, 17, 19, 20, 21, 23, 25, 26, 30, 34, 36, 38, 45
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: 17, 19, 21, 34, 38, 39, 40, 41, 42
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: 6, 15, 22, 30