



 School Specialty  
*Literacy and Intervention*

# Making Connections<sup>®</sup>

Correlated to Common Core State Standards



## Common Core State Standards

### Correlated to the Common Core State Standards for English Language Arts, Grades 1-6

The following pages contain references from components in *Making Connections* that align to the Common Core State Standards for English Language Arts. *Making Connections* is a supplemental reading comprehension program designed to provide explicit instruction in skills and strategies. As such, the program provides support for the following CCSS standards in grades 1-6: Reading: Literature; Reading: Informational Text; and Reading: Foundational Skills (grades 1-5 only). This correlation is intended to illustrate the program's approach to these strands.

For purposes of this correlation, the following abbreviations apply: TE = Teacher's Edition; SB = Student Book; U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

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## Making Connections: Correlated to CCSS for English Language Arts in Grade 1

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
<b>Key Ideas and Details</b>		
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	SB/TE: Each of the fiction selections and the fiction Reproducible Assessments at this level include a one or two-page series of questions that are asked of the students. Students must understand the details in the text to answer the questions. As the selection is used, students have ample opportunities to ask questions as they read.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TE: Texts 1–3 in each Unit include a “summarizing” activity that requires students to retell the text.
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	SB: The questions that accompany each of the fiction selections at this level require students to use key details to describe characters, settings, and major events. TE: By working through each of the lessons for fiction selections, students are given opportunities to identify and recall key details about characters, settings, and major events.
<b>Craft and Structure</b>		
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SB: 1, U1, T1, p. 7 (laugh) SB: 1, U3, T3, p. 61 (yellow paper circle), p. 65 (looked like a a wonderful garden) SB: 1, U4, T1, p. 75 (flash on and off) SB: 1, U4, T2, p. 79 (float down, green and

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
		new) SB: 1, U4, T3, p. 89 (really like each other) SB: 1, U4, T4, p. 92 (sweet, icy cold, lumpy, crunchy), p. 93 (sweet, fruity, cold, sunny yellow, smooth, yum) TE: 1, U3, T3, pp. 64, 65, 69 TE: 1, U4, T1, p. 72 TE: 1, U4, T2, p. 76–77 TE: 1, U4, T3, p. 83 TE: 1, U4, p. 85 RA: pp. 93, 95
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TE: 1, U2, T6, p. 54 TE: 1, U4, T2, p. 77, 79
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.	TE: 1, U3, T1, p. 58 (Students must understand who says what in order to choose and act out roles.) TE: 1, U3, T3, p. 67 (Students must understand who says what in order to do a choral reading as outlined in text.) TE: 1, U4, T1, p. 72 TE: 1, U3, T3, p. 83
<b>Integration of Knowledge and Ideas</b>		
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	SB: 1, U1, T1, pp. 8–9 SB: 1, U1, T4, pp. 24–25 SB: 1, U2, T1, pp. 30–31 SB: 1, U2, T2, pp. 36–37 SB: 1, U2, T4, pp. 46–47 SB: 1, U3, T1, pp. 52–53 SB: 1, U3, T3, pp. 66–67 SB: 1, U4, T1, pp. 76–77

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
		SB: 1, U4, T2, pp. 82–83 SB: 1, U4, T3, pp. 90–91 TE: 1, U1, T1, pp. 25–26 TE: 1, U1, T4, pp. 36 TE: 1, U2, T1, p. 40 TE: 1, U2, T2, p. 44 TE: 1, U2, T4, p. 52 TE: 1, U3, T1, p. 56 TE: 1, U3, T3, p. 64 TE: 1, U4, T1, pp. 72–73 TE: 1, U4, T2, pp. 76–77 TE: 1, U4, T3, p. 80 RA: pp. 90–91, 92–93, 94–95
<b>RL.1.8</b>	(Not applicable to literature)	N/A
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	SB: 1, U4, T1, pp. 76–77 SB: 1, U4, T2, pp. 82–83 SB: 1, U4, T3, pp. 84, 90–91 TE: 1, U4, T1, pp. 72–75 TE: 1, U4, T2, pp. 76–79 TE: 1, U4, T3, pp. 80–83 RA: pp. 92–93, 94–95
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	All fiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Key Ideas and Details</b>		
<b>RI.1.1</b>	Ask and answer questions about key details in a text.	SB: 1, U1, T2, pp. 10, 14–15 SB: 1, U1, T3, pp. 16, 20–21

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
		TE: 1, U1, T2, pp. 28–31 TE: 1, U1, T3, pp. 32–37
RI.1.2	Identify the main topic and retell key details of a text.	SB: 1, U3, T2, pp. 54, 58–59 SB: 1, U3, T4, pp. 68, 70–71 TE: 1, U3, T2, pp. 60–63 TE: 1, U3, T4, pp. 68–69
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SB: 1, U1, T2, pp. 14–15 SB: 1, U1, T3, pp. 20–21 SB: 1, U2, T3, pp. 42–43 SB: 1, U3, T2, pp. 58–59 SB: 1, U3, T4, pp. 70–71 SB: 1, U4, T4, pp. 94–95 TE: 1, U1, T2, pp. 28–31 TE: 1, U1, T3, pp. 32–35 TE: 1, U1, p. 37–38 TE: 1, U2, T3, pp. 48–51 TE: 1, U3, T2, pp. 60–63 TE: 1, U3, T4, pp. 68–70 TE: 1, U4, T4, p. 84 TE: 1, U4, p. 85 RA: pp. 88–89
	<b>Craft and Structure</b>	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SB: 1, U1, T2, p. 15 SB: 1, U1, T3, p. 21 SB: 1, U2, T3, p. 43 SB: 1, U3, T4, p. 95 TE: Each lesson has a “Vocabulary” section under “During Reading” that can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	N/A
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SB: 1, U1, T2, p. 10–11, 13 SB: 1, U1, T3, pp. 16–19 TE: 1, U1, T2, p. 28 TE: 1, U1, T3, p. 32
<b>Integration of Knowledge and Ideas</b>		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	SB: 1, U3, T2, pp. 58–59 SB: 1, U3, T4, pp. 70–71 TE: 1, U3, T2, pp. 60–63 TE: 1, U3, T4, p. 68
RI.1.8	Identify the reasons an author gives to support points in a text.	SB: 1, U1, T2, p. 14 SB: 1, U1, T3, pp. 20–21 TE: 1, U1, T2, pp. 28–31 TE: 1, U1, T3, pp. 32–35 TE: 1, U3, T2, pp. 60–63 TE: 1, U4, T4, p. 84
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TE: 1, U4, Text Connections, p. 85 #1
<b>Range of Reading and Level of Text Complexity</b>		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	All nonfiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
<b>Print Concepts</b>		
RF.1.1	Demonstrate understanding of the organization and basic features of print:	TE: 1, U1, T1, p. 43 TE: 1, U2, T2, p. 47

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE: 1, U3, T1, p. 59 TE: 1, U4, T1, p. 75
<b>Phonological Awareness</b>		
<b>RF.1.2</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>TE: 1, U2, T1, p. 41</p> <p>TE: 1, U4, T2, p. 77</p> <p>TE: 1, U1, T2, p. 29</p> <p>TE: 1, U4, T2, p. 77</p> <p>TE: 1, U2, T2, p. 45</p>
<b>Phonics and Word Recognition</b>		
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TE: 1, U4, T1, p. 73</p> <p>TE: 1, U4, T2, p. 77</p> <p>TE: 1, U1, T3, p. 33</p> <p>TE: 1, U2, T2, p. 45</p> <p>TE: 1, U3, T2, p. 61</p> <p>TE: 1, U2, T1, p. 41</p> <p>TE: 1, U2, T1, p. 41</p> <p>TE: 1, U2, T3, p. 49</p> <p>TE: 1, U3, T1, p. 57</p> <p>TE: 1, U4, T3, p. 81</p> <p>TE: 1, U2, T1, p. 41</p> <p>TE: 1, U4, T1, p. 73</p> <p>TE: 1, U4, T2, p. 77</p>

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
	<b>Fluency</b>	
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>SB: All selections can be used to practice reading with purpose and understanding.  TE: All lessons contain opportunities for students to practice reading with purpose and understanding.</p> <p>SB: All selections can be used to practice reading with accuracy, appropriate rate, and expression.  TE: All lessons contain opportunities for students to practice reading with accuracy, appropriate rate, and expression.</p> <p>SB: All selections can be used to practice using context to confirm word recognition and understanding.  TE: All lessons contain opportunities for students to practice using context to confirm word recognition and understanding.</p>

## Making Connections: Correlated to CCSS for English Language Arts in Grade 2

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	<b>Key Ideas and Details</b>	
<b>RL.2.1</b>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	SB/TE: Each of the fiction selections and the fiction Reproducible Assessments at this level include a one or two-page series of <i>who, what, where, when, why</i> and <i>how</i> questions that are asked of the students. Students must understand the details in the text to answer the questions. As the selection is used, students have ample opportunities to ask <i>who, what, where, when, why</i> and <i>how</i> questions as they read.
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TE: Texts 1–3 in each Unit include a “summarizing” activity that requires students to recount the text. There are no fables or folktales from diverse cultures at this level.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	SB: 2, U2, T2, pp. 24–25 SB: 2, U2, T3, p. 31 SB: 2, U3, T3, p. 43 SB: 2, U4, T1, pp. 48–49 SB: 2, U4, T3: p. 57 SB: 2, U5, T2, pp. 66–67 SB: 2, U5, T4, p. 73 SB: 2, U6, T3, p. 85 TE: 2, U2, T2, p. 47 TE: 2, U3, T3, p. 64

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
		TE: 2, U4, T1, p. 75 TE: 2, U4, T3, p. 83 TE: 2, U6, T3, p. 115 RA: pp. 130–131
<b>Craft and Structure</b>		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SB: 2, U4, T4, p. 59 TE: 2, U1, T3, pp. 32, 35 TE: 2, U6, p. 117
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	All fiction selections at this level can be used to describe the overall structure of a story by having students say what happened at the beginning, the middle, and end of each story.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	SB: 2, U4, T1, pp. 48–49 SB: 2, U6, T1, pp. 76–77 SB: 2, U6, T4, p. 87 TE: 2, U2, T2, p. 47 TE: 2, U3, T3, p. 67 TE: 2, U4, T1, p. 75 TE: 2, U4, T3, p. 83 TE: 2, U6, T2, p. 111 TE: 2, U6, T3, p. 115
<b>Integration of Knowledge and Ideas</b>		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SB: At this level, all fiction selections use illustrations and on-level text that support students' understanding of characters, settings, and plot. TE: Within each lesson for fiction selections, students are given opportunities to use the illustrations and on-level text to demonstrate their understanding of characters, settings, and plots.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
RL.2.8	(Not applicable to literature)	N/A
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All fiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Key Ideas and Details</b>		
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SB/TE: Each of the nonfiction selections and the nonfiction Reproducible Assessments at this level include a one or two-page series of <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> questions that are asked of the students. Students must understand the details in the text to answer the questions. As the selection is used, students have ample opportunities to ask <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> questions as they read.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	SB: 2, U3, T1, p. 34 SB: 2, U3, T2, p. 38 SB: 2, U3, T4, p. 45 TE: 2, U3, T1, pp. 56, 58–59 TE: 2, U3, T2, pp. 60, 62–63 TE: 2, U3, T4, p. 68 RA: pp. 124–125

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	SB: 2, U2, T1, pp. 20–21 SB: 2, U2, T3, p. 29 SB: 2, U3, T2, pp. 38–39 SB: 2, U4, T2, pp. 52–53 SB: 2, U5, T2, pp. 66–67 SB: 2, U5, T3, p. 71 TE: 2, U2, T1, pp. 40, 42–43 TE: 2, U2, T3, pp. 48, 50–51 TE: 2, U3, T2, pp. 60, 62–63 TE: 2, U4, T2, pp. 76–79 TE: 2, U5, T2, pp. 92, 94–95 TE: 2, U5, T3, pp. 96, 98–99 RA: pp. 128–129
<b>Craft and Structure</b>		
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	SB: 2, U1, T2, p. 11 SB: 2, U1, T4, p. 17 SB: 2, U2, T1, p. 21 SB: 2, U2, T3, p. 29 SB: 2, U3, T1, p. 35 SB: 2, U3, T2, p. 39 SB: 2, U5, T2, p. 67 TE: All lessons for nonfiction selections contain instruction for students in “Vocabulary” and “Phrases and Sentences.”
<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SB: 2, U1, T1, pp. 4–5 (map, captions) SB: 2, U1, T2, pp. 8–9 (headings, label, caption) SB: 2, U2, T3, pp. 26–27 (captions) SB: 2, U2, T4, pp. 32–33 (captions) SB: 2, U3, T2, p. 37 (labels, captions) SB: 2, U3, T4, p. 44 (caption)

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
		SB: 2, U5, T2, p. 65 (caption) TE: 2, U1, T1, p. 24 TE: 2, U1, T2, p. 28 TE: 2, U2, T3, p. 48 TE: 2, U3, T1, p. 56 TE: 2, U3, T2, p. 60 TE: 2, U3, T4, p. 68 TE: 2, U5, T2, p. 92
<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TE: 2, U1, T2, p. 28 TE: 2, U2, T1, p. 40 TE: 2, U3, T1, p. 56 TE: 2, U4, T3, p. 80 TE: 2, U5, T2, p. 92
<b>Integration of Knowledge and Ideas</b>		
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SB: 2, U2, T1, pp. 18–21 SB: 2, U2, T3, pp. 26–28 SB: 2, U3, T1, p. 32 SB: 2, U3, T2, pp. 36–39 SB: 2, U3, T4, p. 44 SB: 2, U5, T2, p. 65 TE: 2, U1, T1, p. 24 TE: 2, U2, T3, p. 48 TE: 2, U3, T1, p. 56 TE: 2, U3, T2, p. 60 TE: 2, U3, T4, p. 68 TE: 2, U5, T2, p. 92
<b>RI.2.8</b>	Describe how reasons support specific points the author makes in a text.	SB/TE: All nonfiction selections at this level can be used to determine and describe how reasons support specific points made by the author.
<b>RI.2.9</b>	Compare and contrast the most important points	SB: Although there are not two texts on the

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
	presented by two texts on the same topic.	same topic at this level, in Unit 1, Texts 2, 3, 4, and 5 are all about “plants” and could be used to compare this very general topic. TE: In each of the lessons for Unit 1 Texts, 2, 3, and 4, students are encouraged to think about what they learned about the plants they previously read about. Conversations could take place at this point about how the plants can be compared and contrasted.
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All nonfiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
	<b>Phonics and Word Recognition</b>	
<b>RF.2.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: 2, U3, T1, p. 57</p> <p>TE: 2, U5, T3, p. 97</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: 2, U4, T2, p. 77</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p>

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
	<b>Fluency</b>	
<b>RF.2.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>SB: All selections can be used to practice reading with purpose and understanding.  TE: All lessons contain opportunities for students to practice reading with purpose and understanding.</p> <p>SB: All selections can be used to practice reading with accuracy, appropriate rate, and expression.  TE: All lessons contain opportunities for students to practice reading with accuracy, appropriate rate, and expression.</p> <p>SB: All selections can be used to practice using context to confirm word recognition and understanding.  TE: All lessons contain opportunities for students to practice using context to confirm word recognition and understanding.</p>

## Making Connections: Correlated to CCSS for English Language Arts in Grade 3

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	<b>Key Ideas and Details</b>	
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SB/TE: Each of the fiction Selections and the fiction Reproducible Assessments at this level include a one or two-page Series of questions that are asked of the students. Students must understand the details in the text to answer the questions. As the Selection is used, students have ample opportunities to ask questions as they read.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	SB: 3, U4, T2, pp. 52–53 SB: 3, U4, T3, p. 57 SB: 3, U4, T4, p. 59 TE: 3, U4, T2, pp. 76, 78–79 TE: 3, U4, T3, pp. 80, 82–83 TE: 3, U4, T4, pp. 84, 85 RA: pp. 126–127
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SB: 3, U4, T2, pp. 52–53 SB: 3, U4, T3, p. 57 SB: 3, U4, T4, p. 59 SB: 3, U5, T2, pp. 66–67 SB: 3, U6, T2, pp. 80–81 SB: 3, U6, T3, p. 85 SB: 3, U6, T4, p. 87 TE: 3, U1, T3, p. 35 TE: 3, U4, T2, pp. 76, 78–79

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
		TE: 3, U4, T3, pp. 80, 82–83 TE: 3, U4, T4, pp. 84, 85 TE: 3, U5, p. 101 TE: 3, U6, T3, pp. 112–114 TE: 3, U6, p. 117 RA: pp. 126–127, 128–129, 130–131
<b>Craft and Structure</b>		
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	SB: 3, U3, T2, p. 39 SB: 3, U4, T2, p. 53 SB: 3, U4, T3, p. 57 SB: 3, U5, T1, p. 60 TE: 3, U1, T3, p. 33 TE: 3, U3, T1, p. 57 TE: 3, U4, T1, p. 73 TE: 3, U4, T3, p. 81 TE: 3, U5, T1, p. 89 TE: 3, U6, T2, p. 109 TE: 3, U6, T3, p. 113 RA: p. 129
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TE: 3, U1, T3, pp. 32–35 TE: 3, U3, T1, p. 56, 58 TE: 3, U5, T3, p. 96, 99 TE: 3, U6, T2, p. 108 TE: 3, U6, T3, p. 112
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.	SB: 3, U4, T2, pp. 52–53 SB: 3, U4, T3, p. 57 SB: 3, U4, T4, p. 59 SB: 3, U5, T1, pp. 62–63 SB: 3, U5, T2, pp. 66–67 SB: 3, U5, T3, p. 71 SB: 3, U6, T2, p. 81

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
		TE: 3, U1, p. 37 TE: 3, U4, T2, pp. 76, 78 TE: 3, U4, T3, p. 80–83 TE: 3, U4, p. 85 TE: 3, U5, p. 88–91 TE: 3, U5, T2, pp. 92, 94 TE: 3, U5, T3, pp. 96, 98 TE: 3, U5, T4, p. 100 TE: 3, U5, p. 101 TE: 3, U6, p. 117 RA: pp. 127
<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	SB: At this level, all fiction selections use illustrations that contribute to students’ understanding of mood, characters, and settings. TE: Within each lesson for fiction selections, students are given opportunities to use the illustrations to demonstrate their understanding of mood, characters, and settings.
<b>RL.3.8</b>	(Not applicable to literature)	N/A
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	All fiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Key Ideas and Details</b>		
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SB/TE: Each of the nonfiction selections and the nonfiction Reproducible Assessments at this level include a one or two-page series of questions that are asked of the students. Students must understand the details in the text to answer the questions. As the selection is used, students have ample opportunities to ask questions as they read.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	SB: 3, U2, T1, pp. 20–21 SB: 3, U2, T2, p. 24 SB: 3, U2, T3, p. 29 SB: 3, U2, T4, p. 31 TE: 3, U2, T1, pp. 40, 42–43 TE: 3, U2, T2, pp. 44, 46–47 TE: 3, U2, T3, pp. 48, 50–51 TE: 3, U2, T4, p. 52 TE: 3, U2, T5, p. 52 RA: p. 122
<b>RI.3.3</b>	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.	SB: 3, U1, T1, pp. 6–7 SB: 3, U1, T2, pp. 10–11 SB: 3, U1, T4, p. 17 SB: 3, U2, T2, p. 25 SB: 3, U6, T1, pp. 76–77 TE: 3, U1, T1, pp. 24–27 TE: 3, U1, T2, pp. 28, 30–31 TE: 3, U1, T4, p. 36 TE: 3, U1, T5, p. 36 TE: 3, U1, p. 37 TE: 3, U2, T2, pp. 46–47 TE: 3, U6, T1, pp. 104, 106–107; RA p. 123

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Craft and Structure</b>		
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	SB: 3, U2, T1, p. 21 TE: All lessons for nonfiction selections contain instruction for students in “Vocabulary” and “Phrases and Sentences.” RA: p. 121
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	N/A
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.	SB: 3, U1, T2, p. 11 SB: 3, U2, T3, p. 29 SB: 3, U4, T1, pp. 48–49 SB: 3, U5, T1, p. 63 TE: 3, U5, T1, pp. 88–91
<b>Integration of Knowledge and Ideas</b>		
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SB/TE: All nonfiction selections include photographs that students can use to help them demonstrate their understanding of where, when, why, and how key events occur. In addition, a diagram is used on p. 8.
<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).	SB/TE: All nonfiction selections can be used to describe the logical connection between particular sentences and paragraphs in a text.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	SB: Texts 1, 2, and 4 in Unit 1 are all about San Francisco. Students can compare and contrast the information in these texts. TE: Lessons for Texts 1, 2, and 4 in Unit 1 contain instruction about comparing and contrasting what students learned in previous and/or other texts about San Francisco.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Range of Reading and Level of Text Complexity</b>		
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.	All nonfiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
<b>Phonics and Word Recognition</b>		
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	<p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: 3, U1, T1, p. 25 TE: 3, U2, T2, p. 45 TE: 3, U4, T1, p. 73</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: 3, U1, T1, p. 25 TE: 3, U2, T2, p. 45 TE: 3, U4, T1, p. 73</p> <p>SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: N/A</p>

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
	<b>Fluency</b>	
<b>RF.3.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>SB: All selections can be used to practice reading with purpose and understanding.  TE: All lessons contain opportunities for students to practice reading with purpose and understanding.</p> <p>SB: All selections can be used to practice reading with accuracy, appropriate rate, and expression.  TE: All lessons contain opportunities for students to practice reading with accuracy, appropriate rate, and expression.</p> <p>SB: All selections can be used to practice using context to confirm word recognition and understanding.  TE: All lessons contain opportunities for students to practice using context to confirm word recognition and understanding.</p>

## Making Connections: Correlated to CCSS for English Language Arts in Grade 4

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	<b>Key Ideas and Details</b>	
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SB: 4, U3, T1, pp. 34–35 SB: 4, U3, T4, p. 45 SB: 4, U4, T2, p. 52 SB: 4, U4, T3, p. 57 TE: 4, U3, T1, pp. 56–58 TE: 4, U3, T3, p. 64 TE: 4, U4, T1, pp. 72–74 TE: 4, U4, T2, p. 76 TE: 4, U4, T3, p. 80 TE: 4, U5, T3, p. 98 TE: 4, U6, T1, p. 105
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	SB: All fiction selections can be used by the student to practice identifying theme. TE: All lessons for fiction selections include an opportunity for students to summarize what they have read.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	SB: 4, U3, T1, pp. 34–35 SB: 4, U3, T4, p. 45 SB: 4, U4, T2, pp. 52–53 SB: 4, U4, T3, p. 57 TE: 4, U3, T1, pp. 56–57 TE: 4, U4, T1, pp. 72–73 TE: 4, U4, T3, p. 80 TE: 4, U5, T3, p. 96 TE: 4, U6, T1, p. 104

Craft and Structure		
<b>RL.4.4</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	SB: 4, U1, T3, p. 15 SB: 4, U1, T4, p. 17 SB: 4, U2, T2, p. 25 SB: 4, U2, T3, p. 29 SB: 4, U3, T1, p. 35 SB: 4, U3, T4, p. 45 SB: 4, U4, T1, p. 49 SB: 4, U4, T4, p. 59 SB: 4, U5, T4, p. 73 TE: All lessons provide instruction for vocabulary words and phrases.  <b>Note:</b> Words and phrases related to mythology characters are not covered in this level.
<b>RL.4.5</b>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	TE: 4, U1, T3, p. 32 TE: 4, U3, T1, p. 56 TE: 4, U4, T1, p. 72 TE: 4, U4, T2, p. 76 TE: 4, U4, T3, p. 80 TE: 4, U4, T4, p. 84 TE: 4, U5, T3, p. 96 TE: 4, U5, T4, p. 100 TE: 4, U6, T1, p. 104
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TE: 4, U1, T3, p. 35 TE: 4, U3, T1, p. 57 TE: 4, U3, T3, p. 64 TE: 4, U4, T1, p. 72 TE: 4, U4, T2, p. 79 TE: 4, U4, T3, p. 83 TE: 4, U5, T3, pp. 98–99 TE: 4, U5, T4, p. 100 TE: 4, U6, T1, pp. 104, 107

<b>Integration of Knowledge and Ideas</b>		
<b>RL.4.7</b>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TE: 4, U3, T1, p. 58 TE: 4, U3, T3, p. 66 TE: 4, U4, T1, p. 74 TE: 4, U4, T3, p. 82 TE: 4, U5, T3, p. 98 TE: 4, U6, T1, p. 106
<b>RL.4.8</b>	(Not applicable to literature)	N/A
<b>RL.4.9</b>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All fiction text selections can be used to meet this standard.

<b>CCSS REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>MAKING CONNECTIONS</b>
<b>Key Ideas and Details</b>		
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SB: 4, U1, T2, pp. 10–11 SB: 4, U1, T4, p. 17 SB: 4, U2, T1, p. 21 SB: 4, U2, T2, p. 25 SB: 4, U2, T3, p. 29 SB: 4, U2, T4, p. 31 SB: 4, U5, T1, pp. 62–63 SB: 4, U5, T2, pp. 66–67 SB: 4, U6, T2, p. 81 SB: 4, U6, T3, p. 85

		<p>SB: 4, U6, T4, p. 87  TE: 4, U1, T1, p. 24  TE: 4, U2, T2, p. 44  TE: 4, U5, T1, p. 89  TE: 4, U5, T2, p. 94  TE: 4, U6, T2, p. 108  TE: 4, U6, T3, p. 112  RA: p. 129</p>
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>SB: 4, U2, T1, p. 20  SB: 4, U2, T2, pp. 24–25  SB: 4, U2, T3, p. 29  SB: 4, U2, T4, p. 31  SB: 4, U3, T2, p. 39  SB: 4, U5, T1, p. 63  SB: 4, U5, T2, p. 67  TE: 4, U2, T1, pp. 40, 42  TE: 4, U2, T2, pp. 44, 46  TE: 4, U2, T3, pp. 48, 50  All lessons for nonfiction selections provide opportunities for students to summarize the text.</p>
<b>RI.4.3</b>	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.	<p>SB: 4, U1, T2, p. 10  SB: 4, U3, T2, p. 38  SB: 4, U6, T2, p. 80  TE: 4, U1, T2, p. 28  TE: 4, U2, T2, pp. 44, 46  TE: 4, U2, T3, p. 48  TE: 4, U3, T2, pp. 60, 62</p>
<b>Craft and Structure</b>		
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	<p>SB: 4, U1, T3, p. 15  SB: 4, U1, T4, p. 17  SB: 4, U2, T2, p. 25  SB: 4, U2, T3, p. 29  SB: 4, U2, T4, p. 31</p>

		TE: All nonfiction lessons provide instruction for vocabulary words that are either general academic words or domain-specific words or phrases.
<b>RI.4.5</b>	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.	SB/TE: Each of the nonfiction selections fall into a specific structure. (See TOC.)
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, 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.	SB: 4, U2, T2, p. 23 SB: 4, U2, T3, pp. 27–28 SB: 4, U2, T4, p. 30 TE: 4, U2, T3, p. 48 TE: 4, U6, T2, p. 108
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.	TE: All lessons provide students with opportunities to understand how the author uses reasons and evidence to support points.
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
<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.	All nonfiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
<b>Phonics and Word Recognition</b>		
<b>RF.4.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p>SB: Students must be able to meet this standard in order to successfully read each of the selections.</p> <p>TE: 4, U2, T1, p. 41  TE: 4, U3, T1, p. 57  TE: 4, U3, T3, p. 65  TE: 4, U4, T1, p. 73  TE: 4, U4, T3, p. 81  TE: 4, U5, T1, p. 89  TE: 4, U6, T1, p. 105  TE: 4, U6, T2, p. 109  RA: p. 124, 129, 131</p>
<b>Fluency</b>		
<b>RF.4.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>SB: All selections can be used to practice reading with purpose and understanding.</p> <p>TE: All lessons contain opportunities for students to practice reading with purpose and understanding.</p> <p>SB: All selections can be used to practice reading with accuracy, appropriate rate, and expression.</p> <p>TE: All lessons contain opportunities for students to practice reading with accuracy, appropriate rate, and expression.</p> <p>SB: All selections can be used to practice using context to confirm word recognition and understanding.</p> <p>TE: All lessons contain opportunities for students to practice using context to confirm word recognition and understanding.</p>

## Making Connections: Correlated to CCSS for English Language Arts in Grade 5

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	<b>Key Ideas and Details</b>	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SB: 5, U3, T3, p. 43 SB: 5, U4, T4, p. 59 SB: 5, U5, T1, p. 63 SB: 5, U6, T3, p. 85 SB: 5, U6, T4, p. 87 TE: 5, U1, T1, p. 25 TE: 5, U1, T3, p. 34 TE: 5, U2, T1, p. 41 TE: 5, U2, T3, p. 48 TE: 5, U5, T1, p. 89 TE: 5, U6, T2, p. 108 TE: 5, U6, T3, p. 114 RA: pp. 125, 131
<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	SB: All fiction selections can be used by the student to practice identifying theme. TE: All lessons for fiction selections include an opportunity for students to summarize what they have read.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	SB: 5, U2, T1, pp. 20–21 SB: 5, U2, T2, pp. 24–25 SB: 5, U2, T3, p. 29 TE: 5, U1, T1, pp. 40–42 TE: 5, U2, T3, pp. 48, 50

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
<b>Craft and Structure</b>		
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	SB: 5, U2, T1, p. 21 SB: 5, U2, T2, pp. 24–25 SB: 5, U2, T3, p. 29 SB: 5, U4, T4, p. 59 SB: 5, U6, T2, p. 81 SB: 5, U6, T3, p. 85 SB: 5, U6, T4, p. 87 TE: All lessons for fiction selections provide opportunities for students to determine the meaning of words and phrases. Unit 6 is devoted to figurative language.
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TE: 5, U2, T3, pp. 48–51 TE: 5, U5, T1, pp. 88–91 TE: 5, U6, T2, pp. 108–111
<b>RL.5.6</b>	Describe how a narrator’s or speaker’s point of view influences how events are described.	SB: 5, U1, T4, p. 17 SB: 5, U2, T3, p. 29 SB: 5, U4, T4, p. 59 SB: 5, U6, T2, p. 78 TE: 5, U1, T3, p. 32 TE: 5, U1, T4, p. 36 TE: 5, U2, T1, p. 42 TE: 5, U2, T3, p. 51 TE: 5, U5, T1, p. 88 TE: 5, U6, T2, p. 111 RA: p. 121
<b>Integration of Knowledge and Ideas</b>		
<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	SB: 5, U6, T1, p. 74 TE: 5, U5, T1, p. 104

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
RL.5.8	(Not applicable to literature)	N/A
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TE: 5, U2, T3, p. 48 TE: 5, U5, T1, p. 88
<b>Range of Reading and Level of Text Complexity</b>		
RL.5.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	All fiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<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.	SB: All Practice the Skill exercises for nonfiction selections can be used to meet this standard. TE: 5, U1, T2, p. 30 TE: 5, U3, T1, p. 58 TE: 5, U3, T3, p. 66 TE: 5, U4, T1, p. 74 TE: 5, U4, T2, p. 78 TE: 5, U5, T2, p. 94
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SB: 5, U1, T2, pp. 10–11 TE: 5, U1, T2, pp. 28, 30 All lessons for nonfiction selections provide opportunities for students to practice summarizing the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a	SB: 5, U2, T4, p. 31 SB: 5, U3, T1, pp. 34–35

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
	historical, scientific, or technical text based on specific information in the text.	SB: 5, U3, T2, pp. 38–39 SB: 5, U3, T3, p. 43 SB: 5, U3, T4, p. 45 SB: 5, U5, T3, p. 71 TE: 5, U2, T4, p. 52 TE: 5, U3, T1, p. 56 TE: 5, U3, T2, p. 62 TE: 5, U3, T3, p. 64 TE: 5, U5, T3, p. 96 RA: p. 123
<b>Craft and Structure</b>		
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	SB: 5, U1, T2, p. 11 SB: 5, U3, T1, p. 35 SB: 5, U3, T2, p. 39 SB: 5, U3, T4, p. 45 SB: 5, U4, T2, p. 53 SB: 5, U5, T2, p. 67 TE: All nonfiction lessons provide instruction for vocabulary words that are either general academic words or domain-specific words or phrases.
<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	SB/TE: Each of the nonfiction selections fall into a specific structure. (See TOC.) Any two nonfiction texts can be compared in terms of their structure.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TE: 5, U3, T3, pp. 64, 66 TE: 5, U3, T4, p. 68 TE: 5, U3, p. 69
<b>Integration of Knowledge and Ideas</b>		
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a	TE: 5, U1, Text Connections, p. 37, #5, 6 TE: 5, U2, Text Connections, p. 53, #2

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
	question quickly or to solve a problem efficiently.	TE: 5, U3, Text Connections, p. 69, #6 TE: 5, U4, Text Connections, p. 85, #1 TE: 5, U5, Text Connections, p. 101, #1, 2, 3, 6 TE: 5, U6, Text Connections, p. 117, #1
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TE: All lessons provide students with opportunities to understand how the author uses reasons and evidence to support points.
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	SB/TE: All selections in Unit 3 are about disasters at sea and can be used by students to write or speak about the subject knowledgeably.
<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.	All nonfiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
<b>Phonics and Word Recognition</b>		
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words: a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	SB: Students must be able to meet this standard in order to successfully read each of the selections. TE: 5, U1, T1, p. 25 TE: 5, U3, T1, p. 57 TE: 5, U4, T3, p. 81 TE: 5, U5, T2, p. 93 TE: 5, U5, T3, p. 97 TE: 5, U6, T1, p. 105

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	MAKING CONNECTIONS
		TE: 5, U6, T2, p. 109 TE: 5, U6, T3, p. 113
	<b>Fluency</b>	
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	SB: All selections can be used to practice reading with purpose and understanding. TE: All lessons contain opportunities for students to practice reading with purpose and understanding. SB: All selections can be used to practice reading with accuracy, appropriate rate, and expression. TE: All lessons contain opportunities for students to practice reading with accuracy, appropriate rate, and expression. SB: All selections can be used to practice using context to confirm word recognition and understanding. TE: All lessons contain opportunities for students to practice using context to confirm word recognition and understanding.

## Making Connections: Correlated to CCSS for English Language Arts in Grade 6

CCSS = Common Core State Standards; TE = Teacher’s Edition; SB = Student Book;  
U = Unit; T = Text; RA = Reproducible Assessments; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	<b>Key Ideas and Details</b>	
<b>RL.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: 6, U4, T3, p. 57 SB: 6, U5, T1, p. 62 SB: 6, U5, T3, p. 71 SB: 6, U6, T4, p. 73 SB: 6, U6, T1, pp. 76–77 SB: 6, U6, T2, p. 81 SB: 6, U6, T3, p. 85 SB: 6, U6, T4, p. 87 TE: 6, U1, T3, p. 32 TE: 6, U1, T3, p. 34 RA: pp. 121, 123
<b>RL.6.2</b>	Determine a theme or 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.	SB: 6, U1, T3, p. 15 SB: 6, U5, T1, p. 63 SB: 6, U5, T2, p. 67 TE: 6, U1, T1, pp. 24, 26 TE: 6, U1, T3, pp. 32, 34 RA: pp. 120–121, 131
<b>RL.6.3</b>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SB: 6, U4, T3, p. 57 TE: 6, U4, T3, p. 82
	<b>Craft and Structure</b>	
<b>RL.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice	SB: 6, U2, T1, p. 21 SB: 6, U2, T2, p. 25 SB: 6, U3, T4, p. 45

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
	on meaning and tone.	SB: 6, U4, T3, p. 57 SB: 6, U5, T1, pp. 62–63 SB: 6, U5, T2, pp. 66–67 SB: 6, U5, T3, p. 71 SB: 6, U5, T4, p. 73 SB: 6, U6, T2, p. 81 SB: 6, U6, T4, p. 87 TE: All lessons for fiction selections provide opportunities for students to determine the meaning of words and phrases. Unit 5 is devoted to figurative language.
<b>RL.6.5</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SB: 6, U6, T1, p. 76 TE: 6, U6, T1, p. 105 TE: 6, U6, T2, p. 108 TE: 6, U6, T3, p. 112
<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	SB: 6, U5, T2, p. 92 SB: 6, U6, T3, p. 112
<b>Integration of Knowledge and Ideas</b>		
<b>RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	N/A
<b>RL.6.8</b>	(Not applicable to literature)	N/A
<b>RL.6.9</b>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	TE: 6, U1, T3, p. 32 TE: 6, U4, T3, p. 80 TE: 6, U6, T1, p. 104 TE: 6, U6, T2, p. 108 TE: 6, U6, T3, p. 112

CCSS REFERENCE	READING: LITERATURE	MAKING CONNECTIONS
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All fiction text selections can be used to meet this standard.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<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.	SB: All Practice the Skill exercises for nonfiction selections can be used to meet this standard. TE: 6, U2, T3, p. 50 TE: 6, U2, T4, p. 52 TE: 6, U3, T1, p. 56 TE: 6, U3, T2, p. 60 TE: 6, U3, T3, p. 64 TE: 6, U4, T1, p. 72 TE: 6, U4, T4, p. 84 RA: p. 123
<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.	SB: 6, U1, T1, p. 6 SB: 6, U1, T2, p. 10–11 SB: 6, U1, T4, p. 17 TE: All lessons for nonfiction selections provide opportunities for students to practice summarizing the text.
<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).	SB: 6, U1, T1, p. 7 SB: 6, U2, T3, p. 29 SB: 6, U3, T1, pp. 34–35

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
		SB: 6, U3, T3, p. 43 TE: 6, U1, T1, p. 25 TE: 6, U1, T2, p. 28 TE: 6, U2, T3, p. 48 TE: 6, U3, T1, p. 56 TE: 6, U3, T3, p. 64 TE: 6, U4, T1, p. 72 TE: 6, U4, T2, p. 76 TE: 6, U4, T4, p. 84
<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.	SB: 6, U1, T1, p. 7 SB: 6, U1, T2, p. 11 SB: 6, U2, T4, p. 31 SB: 6, U3, T2, p. 39 SB: 6, U4, T1, p. 49 SB: 6, U4, T2, p. 53 TE: All nonfiction lessons provide instruction for vocabulary words that are either general academic words or domain-specific words or phrases.
<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.	TE: 6, U1, T2, p. 28 TE: 6, U2, T3, p. 48 TE: 6, U3, T3, p. 64 TE: 6, U4, T2, p. 76 TE: 6, U4, T4, p. 84
<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.	TE: 6, U1, T2, p. 28 TE: 6, U3, T1, p. 56 TE: 6, U3, T2, p. 60 TE: 6, U3, T3, p. 64 TE: 6, U4, T1, p. 72 TE: 6, U4, T2, p. 76

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MAKING CONNECTIONS
<b>Integration of Knowledge and Ideas</b>		
<b>RI.6.7</b>	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.	SB/TE: All nonfiction selections use photographs or illustrations as well as words to help students develop a coherent understanding of a topic. Photographs are referred to under Text Features in the TE lessons.
<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.	SB: 6, U6 TE: 6, U6
<b>RI.6.9</b>	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Individual authors of texts are not cited. There is no way to know if an author wrote multiple texts.
<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.	All nonfiction text selections can be used to meet this standard.