

Standard	English Language Arts Science and Technical Subjects	Topic	Grade 3 Pages
	Key Ideas and Details		
RI.3.1	Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<i>Independent Research (Biomes)</i>	36-37 (based on pages 26-35)
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Illustrations, Charts, and Diagrams</i>	47-56
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertain to time, sequence, and cause/effect	<i>Illustrations, Charts, and Diagrams</i> <i>Hands-on Investigations</i>	47-56 39-46
	Craft and Structure		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<i>Glossary of Science Terms</i>	5-23
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks).	Cross-referencing within the glossary	5-23 (with pages 56-60)
RI.3.6	Distinguish their own point of view from that of the author of a text.	<i>Hands-on Investigations</i>	39-46
	Integration of Knowledge and Ideas		
RI.3.7	Use information gained from illustration (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).	<i>Illustrations, Charts and, Diagrams</i> Photographs in Biomes portion of text	47-56 26-35
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Hands-on Investigations</i>	39-46
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<i>Biomes of the World</i> Research and investigation portions encourages use of several references <i>Biomes Review</i> <i>Science Fair Project Ideas</i>	26-35 38 36-37 (based on pages 26-35) 57-59 (based on text topics)
	Range of Reading and Level of Text Complexity		
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.	QUICK SMART Science, Level 1 supports building of comprehension through context and extended definitions; written in part at grade level 3 and slightly above at grade levels 4 and 5	5-65



Standard	English Language Arts Science and Technical Subjects	Topics	Grade 4 Pages
	Key Ideas and Details		
RI.4.1	Refer to details and examples in a text when explaining what they mean or when drawing inferences from the text.	<i>Independent Research (Biomes)</i>	36-37 <i>(based on pages 26-35)</i>
RI.4.2	Determine the main idea of a text and explain how it is supported by details; summarize the text.	<i>Illustrations Charts, and diagrams</i>	47-56
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>Illustrations Charts and Diagrams</i> <i>Hands-on Investigations</i>	47-56 39-46
	Craft and Structure		
RI.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	<i>Glossary of Science Terms</i>	5-23
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information presented in a text.	Cross-referencing within the <i>Glossary of Science Terms</i>	5-23 <i>(with pages 26-60)</i>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>Hands-on investigations</i> <i>(following procedures and explaining results)</i>	39-46
	Integration of Knowledge and Ideas		
RI.4.7	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.	<i>Illustrations, Chart and Diagrams</i> Illustrations throughout the text	47-56 26-60
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<i>Hands-on Investigations</i>	39-46
RI.4.9	Integrate information from two texts on the same topic in order to speak about the subject knowledgeably.	Comparing glossary definitions and explanations of text Activities that follow encourage students to use several references when doing research	26-60 36-59
	Range of Reading and Level of Text Complexity		
RI.4.10	By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the end of the grades 4-5 text complexity band proficiently, with support as needed at the high end of the range.	QUICK SMART Science, Level 1 supports building of comprehension through context and extended definitions; written in part at grade level 4, in part slightly below grade level 3, and in part slightly above grade level 5	5-65

	English Language Arts Science and Technical Subjects	Topics	Pages
	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>Independent Research (Biomes)</i>	36-37 <i>(based on pages 26-35)</i>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by the key details; summarize the text.	<i>Illustrations Charts, and diagrams</i>	47-56
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>Hands-on Investigations</i> <i>Illustrations, Charts and Diagrams</i>	39-46 47-56
	Craft and Structure		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<i>Glossary of Science Terms</i>	5-23
RI.5.5	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.	Cross-referencing within the <i>Glossary of Science Terms</i>	5-23 <i>(with pages 56-60)</i>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>Hands-on Investigations</i> <i>Independent Research</i>	39-46 36-37 <i>(based on pages 26-35)</i>
	Integration of Knowledge and Ideas		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<i>Illustrations, Chart and Diagrams</i> Illustrations throughout the text	47-56 26-60
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>Hands-on Investigations</i>	39-46
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Comparing glossary definitions and explanations of text Activities that follow encourage students to use several references when doing research	26-60 36-59
	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.	QUICK SMART Science, Level supports building of comprehension through context and extended definitions; written in part at grade level 5 and in part below level at grade 3 and 4	5-65

Standard	English Language Arts Science and Technical Subjects	Topic	Pages
Key Ideas and Details			
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	<i>Glossary of Science Terms</i>	5-23
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<i>Hands-on Experiments</i> <i>Illustrations, Charts and Diagrams</i>	39-46 47-56
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<i>Hands-on Experiments</i>	39-46
Craft and Structure			
RST.6-8.4	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 grades 6-8 texts and topics.	<i>Areas of Study, as applies to Glossary of Science Terms</i>	4-33
RST.6-8.5	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>Hands-on Experiments</i> <i>Looking Further: Independent Science Investigations</i>	35-36 37
RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<i>Illustrations, Charts and Diagrams</i> Discussion with students of <i>Highlights in Science</i>	46-58 46-58
Integration of Knowledge and Ideas			
RST.6-8.7	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.)	Comparing information from the <i>Glossary of Science Terms</i> with <i>Highlights in Science</i> and <i>Illustrations, Charts, and Diagrams</i>	5-23; 46-58
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Comparing <i>Hands-on Experiments</i> with text of <i>Illustrations, Charts, and Diagrams</i>	39-46; 47-56
RST.6-8.9	Compare and Contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<i>Hands-on Experiments</i> Research necessary for <i>Looking Further: Independent Science Investigations</i>	35-46 37
Range of Reading and Level of Text Complexity			
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	QUICK SMART Science, Level 2 supports building of comprehension through context and extended definitions; written to provide for 3 reading levels, grades 6-8, by end of grade 8	5-63