

## Curriculum Standards

**Series:** How It's Done

**Level:** Beacon

### Standards Achieved

This series supports the following Common Core State Standards and National Science Education Standards.

### Common Core State Standards

|                                    |        |  |
|------------------------------------|--------|--|
| Key Ideas and Details              | RI 3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
|                                    | RI 3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
|                                    | 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 pertains to time, sequence, and cause/effect. |
| 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.   |
|                                    | RI 3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| Integration of Knowledge and Ideas | RI 3.7 | 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).                     |
|                                    | 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).  |
| 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.   |
|                                    | RI 4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
|                                    | 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.                                   |
| Craft and Structure                | RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  |
|                                    | 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.  |
| Integration of knowledge and Ideas | RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  |

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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.   |
|                       | RI 5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
|                       | 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. |
| 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.  |

## National Science Education Standards

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|------------------------|--------------------------------|--|
| Science and Technology | Content Standard E, grades K–4 | As a result of activities in grades K–4, all students should develop abilities of technological design, understanding about science and technology, and abilities to distinguish between natural objects and objects made by humans. |
| Science and Technology | Content Standard E, grades 5–8 | As a result of activities in grades 5–8, all students should develop abilities of technological design and understandings about science and technology.  |