RESCUE SQUAD™ ALIGNED TO NEXT GENERATION SCIENCE STANDARDS K-6

KINDERGARTEN–GRADE TWO

K-2-ETS1 ENGINEERING DESIGN

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

GRADE THREE–FIVE

3-5-ETS1 ENGINEERING DESIGN

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

GRADE SIX–EIGHT

MS-ETS1 ENGINEERING DESIGN

- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

KINDERGARTEN

K-PS2 MOTION AN STABILITY: FORCE AND INTERACTIONS

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.

K-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2 EARTH'S SYSTEMS

- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3 EARTH AND HUMAN ACTIVITY

- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

GRADE ONE

1-PS4 WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

- 1-PS4-2. Make observations to conduct an evidence-based account that objects can be seen only when illuminated.

1-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

GRADE TWO

2-PS1 MATTER AND ITS INTERACTIONS

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-LS4 BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS-1 EARTH'S PLACE IN THE UNIVERSE

- 2-ESS-1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS-2 EARTH'S SYSTEMS

- 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing

the shape of the land.

- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

GRADE THREE

3-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3-LS2 ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- 3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS4 BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

GRADE FOUR

4-PS3 ENERGY

- 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-ESS2 EARTH'S SYSTEMS

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3 EARTH AND HUMAN ACTIVITY

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

GRADE FIVE

5-PS1 MATTER AND ITS INTERACTIONS

- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS

- 5-PS2-1. Support an argument that the gravitational force exerted by the Earth on objects is directed down.

5-LS1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2 ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS3 EARTH AND HUMAN ACTIVITY

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

GRADE SIX

MS-PS1 MATTER AND ITS INTERACTIONS

- MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

MS-LS2 ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

- MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- MS-LS2-5. Evaluate competing design solutions maintaining biodiversity and ecosystem services.

MS-ESS3 EARTH AND HUMAN ACTIVITY

- MS-ESS3-3. Apply scientific principles to design a method of monitoring and minimizing a human impact on the environment.
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

RESCUE SQUAD™ ALIGNED TO COMMON CORE STATE STANDARDS FOR MATHEMATICS K-6

KINDERGARTEN

COUNTING AND CARDINALITY K.CC

Know number names and the count sequence.

- K.CC3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- K.CC4. Understand the relationship between numbers and quantities; connect counting to cardinality.

  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they are counted.

  c. Understand that each successive number name refers to a quantity that is one larger.

Compare numbers.

- K.CC6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.CC7. Compare two numbers between 1 and 10 presented as written numbers.

GEOMETRY K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Analyze, compare, create, and compose shapes.

- K.G5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

GRADE ONE

OPERATIONS AND ALGEBRAIC THINKING 1.OA

Add and subtract within 20.

- 1.OA5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

MEASUREMENT AND DATA 1.MD

Measure lengths indirectly and by iterating length units.

- 1.MD1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

GEOMETRY 1.G

Reason with shapes and their attributes.

- 1.G1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

GRADE TWO

NUMBER AND OPERATIONS IN BASE TEN 2.NBT

Understand place value.

- 2.NBT3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Use place value understanding and properties of operations to add and subtract.

- 2.NBT5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or relationship between addition and subtraction.

GEOMETRY 2.G

Reason with shapes and their attributes.

- 2.G1. Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

GRADE THREE

NUMBER AND OPERATIONS IN BASE TEN 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 3.NBT2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

GEOMETRY 3.G

Reason with shapes and their attributes.

- 3.G1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

GRADE FOUR

NUMBER AND OPERATION IN BASE TEN 4.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

GEOMETRY 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

GRADE FIVE

GEOMETRY 5.G

Classify two-dimensional figures into categories based on their properties.

- 5.G4. Classify two-dimensional figures in a hierarchy based on properties.

RESCUE SQUAD™ ALIGNED TO COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS K-6

READING STANDARDS FOR INFORMATIONAL TEXT RI

KINDERGARTEN

- RI1. With prompting and support, ask and answer questions about key details in a text.
- RI3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI4. With prompting and support, ask and answer questions about unknown words in a text.
- RI7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI10. Actively engage in group reading activities with purpose and understanding.

GRADE ONE

- RI1. Ask and answer questions about key details in a text.
- RI3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI5. 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.
- RI6. Distinguish information provided by pictures or other illustrations and information provided by the words in a text.
- RI7. Use illustrations and details in a text to describe its key ideas.

GRADE TWO

- RI1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI4. Determine the meaning of words and phrases in text relevant to a *grade 2 topic or subject area*.
- RI5. 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.

- RI7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

GRADE THREE

- RI1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI3. 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.
- RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade 3 topic or subject area*.
- RI5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI7. 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).

GRADE FOUR

- RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI3. 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.
- RI4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI7. Interpret information presented visually, orally, or quantitatively (e.g., 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.

GRADE FIVE

- RI3. 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.
- RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI7. 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.

GRADE SIX

- RI7. 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.

WRITING STANDARDS W

KINDERGARTEN

- W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

GRADE ONE

- W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE TWO

- W8. Recall information from experiences or gather information from provided sources to answer a question.

GRADE THREE

- W8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

GRADE FOUR

- W8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GRADE FIVE

- W8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SPEAKING AND LISTENING STANDARDS SL

KINDERGARTEN

- SL1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).

  b. Continue a conversation through multiple exchanges.

- SL2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- SL3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- SL4. Describe familiar people, places, things, and events, and, with prompting and support,

provide additional detail.

- SL5. Add drawings and other visual displays to descriptions as desired to provide additional detail.
- SL6. Speak audibly and express thoughts, feeling, and ideas clearly.

GRADE ONE

- SL1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

  c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

GRADE TWO

- SL1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

  b. Build on others' talk in conversations by linking their comments to the remarks of others.

  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL2. Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL4. Tell a story or recount an experience with appropriate facts and relevant, descriptive

details, speaking audibly in coherent sentences.

- SL6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

GRADE THREE

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.

  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

  d. Explain their own ideas and understanding in light of the discussion.

- SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- SL4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

- SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)

GRADE FOUR

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

  b. Follow agreed-upon rules for discussions and carry out assigned roles.

  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

  d. Review key ideas expressed and explain their own ideas and understanding in light of the discussion.

- SL2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE FIVE

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

  b. Follow agreed-upon rules for discussions and carry out assigned roles.

  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE SIX

- SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LANGUAGE STANDARDS L

KINDERGARTEN

- L1. Demonstrate command of the conversations of standard English grammar and usage when writing and speaking.

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

GRADE ONE

- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

GRADE TWO

- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and conten*t, choosing flexibly from an array of strategies.

GRADE THREE

- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

GRADE FOUR

- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L4. 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.

GRADE FIVE

- L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L4. Determine or clarify the meaning of unknown multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

GRADE SIX

- L1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- L4. 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.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES RH

GRADE SIX

- RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS RST

GRADE SIX

- RST3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- RST4. 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.