



CURRICULUM STANDARDS

Series: Severe Weather

Standards Achieved

This series supports the following Common Core State Standards, National Council for the Social Studies Standards, and National Science Education Standards for grades 3–7.

Common Core State Standards

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| 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. |
| 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). |
| 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. |
| 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 4.7 | 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. |



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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. |
| 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. |
| Key Ideas and Details | RI 6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| | RI 6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| | RI 6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| Craft and Structure | RI 6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| Key Ideas and Details | RI 7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| | RI 7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| Craft and Structure | RI 7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |

National Council for the Social Studies Standards

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| People, Places, and Environments | 3 | Social studies programs should include experiences that provide for the study of people, places, and environments. |
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National Science Education Standards

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| Earth and Space Science | Content Standard D, grades K–4 | As a result of their activities in grades K–4, all students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. |
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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 in Personal and Social Perspectives | Content Standard F, grades K–4 | As a result of activities in grades K–4, all students should develop understanding of personal health, characteristics and changes in populations, types of resources, changes in environments, and science and technology in local challenges. |
| Earth and Space Science | Content Standard D, grades 5–8 | As a result of their activities in grades 5–8, all students should develop an understanding of the structure of the earth system, Earth’s history, and Earth in the solar system. |
| 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. |
| Science in Personal and Social Perspectives | Content Standard F, grades 5–8 | As a result of activities in grades 5–8, all students should develop understanding of personal health; populations, resources, and environments; natural hazards; risks and benefits; and science and technology in society. |