

Standards Alignment

This book supports skills reflected in the following widely used standards and frameworks for grades 3–6.

Common Core State Standards—ELA

Keyed to College and Career Readiness Anchor Standards (CCRA), which apply across all K–12 grade levels. Most state ELA standards remain based on these anchor standards, and states that use their own frameworks address closely parallel skills.

Reading Standards

Standard	Description	Primary Chapters
CCRA.R.1	Read closely to determine explicit meaning and make logical inferences; cite textual evidence to support conclusions.	Ch 10, 11, 12, 14
CCRA.R.2	Determine central ideas of a text and analyze their development; summarize key supporting details.	Intro, Ch 1, 5, The Last Chapter
CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Ch 3, 9, 13, 16, The Ongoing Mystery, The Last Find
CCRA.R.4	Interpret words and phrases as used in a text; analyze how word choices shape meaning.	Ch 11, 12, 17, Glossary
CCRA.R.6	Assess how the point of view or purpose shapes the content and style of a text.	Intro, Ch 11, 16, The Ongoing Mystery
CCRA.R.8	Delineate and evaluate argument and specific claims in a text; assess relevance and sufficiency of evidence.	Ch 10, 11, 12, 13, 14
CCRA.R.9	Analyze how two or more texts address similar themes or topics; compare the approaches authors take.	Ch 10, 14, Dash Checked It boxes, The Evidence

Writing Standards

Standard	Description	Primary Chapters
CCRA.W.1	Write arguments to support claims, using valid reasoning and relevant, sufficient evidence.	Ch 11, 13, 14; My Case (teacher supplies the argument frame)
CCRA.W.7	Conduct short, focused research projects to build understanding of a subject.	Ch 1, 10, 13, Try This boxes
CCRA.W.8	Gather information from multiple print and digital sources; assess the credibility and accuracy of each source.	Ch 10, 11, 14, The Evidence

Speaking and Listening Standards

Standard	Description	Primary Chapters
CCRA.SL.1	Participate effectively in collaborative discussions; build on others' ideas and express own ideas clearly.	Ch 6, 7, 16, 17, Discussion Questions
CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence.	Ch 10, 12, 14
CCRA.SL.4	Present information and findings such that listeners can follow the line of reasoning.	Ch 10, 13, 17

Language Standards

Standard	Description	Primary Chapters
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts.	Ch 12, 17
CCRA.L.4	Determine or clarify the meaning of unknown words using context clues and reference materials.	Glossary; bolded terms throughout
CCRA.L.6	Acquire and use general academic and domain-specific vocabulary accurately.	Ch 3, 11, 13, Glossary

NGSS—Science and Engineering Practices

These cross-disciplinary practices apply across all NGSS performance expectations. (NGSS defines them for every grade band, with expectations set for grades 3–5 and 6–8; this book’s grades 3–6 range spans those two bands.) NGSS expects these practices to be developed through science content; the book supplies the thinking moves, and SEP.3 and SEP.4 apply when it is paired with a hands-on investigation.

Practice	Official Name	Primary Chapters
SEP.1	Asking Questions and Defining Problems	Ch 1, 4, 15, 18
SEP.3	Planning and Carrying Out Investigations	Ch 1, 2, 11, 13, My Case (paired with a hands-on investigation)
SEP.4	Analyzing and Interpreting Data	Ch 10, 11, 13, 14 (paired with a hands-on investigation)
SEP.6	Constructing Explanations and Designing Solutions	Ch 1, 3, 6, 8, 9, The Last Chapter (the explanations practice; the book does not include engineering design)
SEP.7	Engaging in Argument from Evidence	Ch 11, 12, 13, 14, 17
SEP.8	Obtaining, Evaluating, and Communicating Information	Ch 10, 11, 12, 14

C3 Framework—Social Studies

From the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (NCSS). These inquiry dimensions apply across all grade bands.

Dimension	Description	Primary Chapters
D1	Developing questions and planning inquiries: ask compelling and supporting questions that drive an investigation.	Ch 1, 4, 15, 18
D3	Evaluating sources and using evidence: gather relevant information, judge credibility, and build claims supported by evidence.	Ch 10, 11, 12, 13, 14

ISTE Standards for Students

From the ISTE Standards for Students (International Society for Technology in Education). These standards apply across all grade levels. ISTE frames these competencies for technology-rich settings; this book builds the underlying thinking skills that students then apply in digital contexts.

Standard	Description	Primary Chapters
ISTE 1.3	Knowledge Constructor—evaluate the accuracy, perspective, and credibility of information.	Ch 10, 11, 12, 13, 14
ISTE 1.4	Innovative Designer—develop and test ideas, work with open-ended problems, tolerate ambiguity.	Ch 6, 7, 8, 9, 18
ISTE 1.5	Computational Thinker—break problems into parts and test solutions.	Ch 1, 3, The Last Chapter (a foundation; the book does not include algorithms or programming)

AASL—National School Library Standards

From the AASL Standards Framework for Learners (American Association of School Librarians, 2025). The Shared Foundations apply across all grade levels.

Shared Foundation	Description	Primary Chapters
I. Inquire	Build new knowledge by asking questions, thinking critically, identifying problems, and developing strategies for solving them.	Intro, Ch 1, 2, 4, 10, 15
II. Include	Demonstrate an understanding of and respect for differing perspectives within the learning community.	Ch 11, 16, 17
III. Collaborate	Work effectively with others to broaden perspectives and pursue shared goals.	Intro, Ch 6, 7, 17, The Last Chapter
IV. Curate	Make meaning by collecting, organizing, and evaluating information from a variety of sources.	Ch 10, 11, 14, The Evidence
V. Explore	Discover and innovate through curiosity, experience, and reflection in a growth mindset.	Ch 5, 8, 9, 18, Try This boxes
VI. Engage	Demonstrate safe, legal, and ethical creation and sharing of knowledge products within a community of learners.	Ch 10, The Evidence