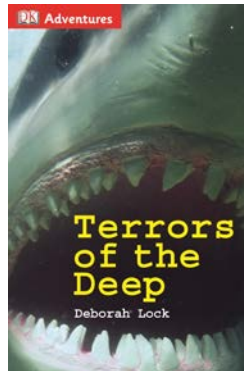
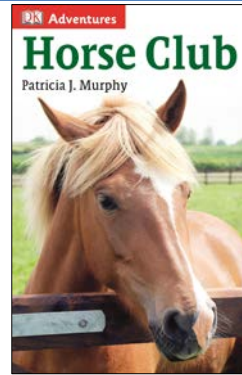


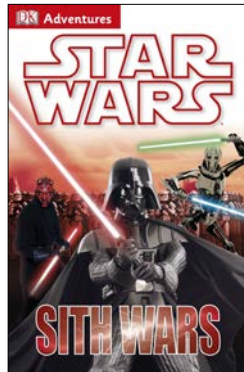
# DK Common Core State Standards Alignment



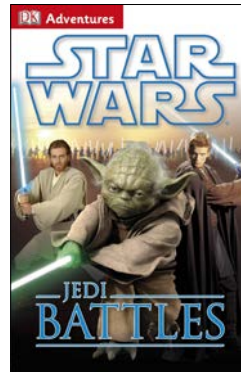
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## **DK Adventures: Terrors of the Deep**

### **DK Adventures: Horse Club**

CCSS.ELA-literacy. RL.3.1,3,4,5,6,7,10  
CCSS.ELA-literacy. RL.4.1,2,3,4,6,9,10  
CCSS.ELA-literacy. RI.3-4.1,2,3,4,5,6,7,8,9,10  
CCSS.ELA-literacy. RF.3-4.4,4a,4c

### **DK Adventures: Star Wars: Sith Wars**

### **DK Adventures: Star Wars: Jedi Battles**

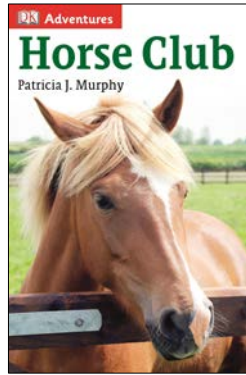
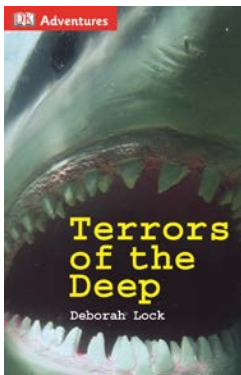
CCSS.ELA-literacy. RL.4.1,2,3,4,5,7,10  
CCSS.ELA-literacy. RL.5.1,2,3,4,5,7,9,10  
CCSS.ELA-literacy. RF.4-5.4,4a,4c



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## Reading Literature grades 3-4

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **CCSS.ELA-Literacy.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **CCSS.ELA-Literacy.RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

### Range of Reading and Level of Text Complexity

---

- **CCSS.ELA-Literacy.RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently



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## Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Craft and Structure

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- **CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

## Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

## Range of Reading and Level of Text Complexity

---

**CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Informational Text grades 3-4

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CCSS.ELA-Literacy.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

- **CCSS.ELA-Literacy.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*.
- **CCSS.ELA-Literacy.RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.

## Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

## Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.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.

## Key Ideas and Details

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- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.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

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- **CCSS.ELA-Literacy.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*.



- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

## Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Foundation Skills grades 3-4

### Fluency

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- **CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.3.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.





## Reading Literature grades 4-5

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CCSS.ELA-Literacy.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.



## Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Craft and Structure

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- **CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CCSS.ELA-Literacy.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

## Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **CCSS.ELA-Literacy.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.





## Reading foundation skills grades 4-5

### Fluency

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- **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.5.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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