

Grade 5
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 5 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to explain what the text says explicitly and to draw inferences from the text. This is also an opportunity to quote accurately from the text.</p> <p>Color and Light TG 127–133; SKB 1 Electromagnetism TG 95–100; SKB 1 Erosion TG 116–121; SKB 1 Flight and Rocketry TG 141–147 Oceans TG 153–158 Pollution TG 99–105; SKB 1 Rocks and Minerals TG 109–116 Simple Machines TG 108–114 Weather Forecasting TG 106–113 You and Your Body TG 114–118</p>
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>All DSR titles TG: Guide the Reading embedded discussion questions ask students to determine main ideas and details in text and to summarize content. The After Reading section includes a Summarize feature in which students recall, synthesize, and summarize the main ideas.</p> <p>Color and Light TG 128, 131, 133 Electromagnetism TG 95–98, 100 Erosion TG 116–119, 121 Flight and Rocketry TG 142, 144–145, 147 Oceans TG 155, 158 Pollution TG 100, 102–105 Rocks and Minerals TG 110–111, 113; SKB 1 (opportunity) Simple Machines TG 108, 110, 114; SKB 1 Weather Forecasting TG 107, 114 You and Your Body TG 114–115, 117–118</p>
<p>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 from the text.</p>	<p>Color and Light TG 127–130; SKB 1 Electromagnetism TG 96–98, 100 Erosion TG 116–119 Flight and Rocketry TG 141–145; SKB 1 Oceans TG 154–156; SKB 1 Pollution TG 100–101, 103–105 Rocks and Minerals TG 110, 112, 114–115; SKB 3 Simple Machines TG 108–110, 113 Weather Forecasting TG 107, 109 You and Your Body TG 114–116</p>

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<i>Craft and Structure</i>	
<p>RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Color and Light TG 127 Electromagnetism TG 95 Erosion TG 115 Flight and Rocketry TG 141 Oceans TG 153 Pollution TG 99 Rocks and Minerals TG 109 Simple Machines TG 107 Weather Forecasting TG 105 You and Your Body TG 113</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.5.10 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 4–5 text complexity band independently and proficiently.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below.</i>
RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Color and Light TG 128–132 Electromagnetism SKB 4 Erosion TG 116–120; SKB 4 Flight and Rocketry TG 143–144 Oceans TG 154–158 Pollution TG 100–105; SKB 4 Rocks and Minerals TG 110–116; SKB 4 Simple Machines TG 108–109 Weather Forecasting TG 106–108, 110, 112–113 You and Your Body TG 114–117; SKB 4
<i>Fluency</i>	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension. In addition, see the following: Simple Machines TG 109
RF.5.4.a Read on-level text with purpose and understanding.	ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. Color and Light TG 126–127 Electromagnetism TG 94–95 Erosion TG 114–115 Flight and Rocketry TG 140–141 Oceans TG 152–153 Pollution TG 98–99 Rocks and Minerals TG 108–109 Simple Machines TG 106–107 Weather Forecasting TG 104–105 You and Your Body TG 112–113
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All DSR titles TG: Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.

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Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 148 Pollution TG 106 Rocks and Minerals TG 117 Simple Machines TG 115 Weather Forecasting TG 115 You and Your Body SKB 1 (opportunity)</p>
<p>W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Erosion SKB 3</p>
<p>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</p>	<p>Erosion SKB 3</p>
<p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>Color and Light SKB 3 (opportunity) Erosion SKB 3 (opportunity)</p>
<p>W.5.1.d Provide a concluding statement or section related to the opinion presented.</p>	<p>Erosion SKB 3</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts: Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 148 Oceans TG 159 Pollution TG 106 Rocks and Minerals TG 117 Simple Machines TG 115 You and Your Body TG 119</p>
<p>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Flight and Rocketry SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 Weather Forecasting SKB 3</p>

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<p>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Flight and Rocketry SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 Weather Forecasting SKB 3</p>
<p>W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>Color and Light SKB 3 Flight and Rocketry SKB 3 (opportunity) Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 (opportunity) Weather Forecasting SKB 3 (opportunity)</p>
<p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Flight and Rocketry SKB 3 (opportunity) Oceans SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 (opportunity) Simple Machines SKB 3 Weather Forecasting SKB 3</p>
<p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Flight and Rocketry SKB 3 (opportunity) Pollution SKB 3 (opportunity) Rocks and Minerals SKB 3 (opportunity) Simple Machines SKB 3 Weather Forecasting SKB 3</p>
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><i>See below.</i></p>
<p>W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>You and Your Body SKB 3</p>
<p>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>You and Your Body SKB 3</p>
<p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>Color and Light SKB 3 (opportunity) You and Your Body SKB 3</p>
<p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Oceans SKB 3 You and Your Body SKB 3</p>
<p>W.5.3.e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>You and Your Body SKB 3</p>

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<i>Production and Distribution of Writing</i>	
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>All DSR titles TG Writing Links/Critical Thinking; SKB 3</p> <p>See especially the following for Audience: Electromagnetism SKB 3 Erosion SKB 3</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p>All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising, editing, and rewriting)</p>
<i>Research to Build and Present Knowledge</i>	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 147 Oceans TG 158 Pollution TG 106 Rocks and Minerals TG 116 Simple Machines TG 114 Weather Forecasting TG 109–110, 114 You and Your Body TG 119</p>
<p>W.5.8 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.</p>	<p>Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 147 Oceans TG 158 Pollution TG 106 Rocks and Minerals TG 116 Simple Machines TG 114 Weather Forecasting TG 109–110, 114 You and Your Body TG 119</p>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>See below.</i></p>

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W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”).	<i>See RI 5.1–5.10.</i>
Range of Writing	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>All DSR titles SE and TG: The Writing standards met above comprise shorter time frames. Students write routinely over extended time frames in their science notebooks, recording observations and ideas, conducting research, organizing information, and answering questions. SKB 3 always focuses on writing, usually for shorter timeframes.</p>

Language Standards

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All DSR titles SKB 2
L.5.1.a Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Flight and Rocketry SKB 2 Pollution SKB 2
L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Simple Machines SKB 2 (opportunity)
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.	Simple Machines SKB 2 (opportunity)
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Color and Light SKB 2, 3 Oceans SKB 2 Pollution SKB 2 Weather Forecasting SKB 2 You and Your Body SKB 2
L.5.2.a Use punctuation to separate items in a series.	Color and Light SKB 2
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.	Color and Light SKB 2

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<p>L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>Color and Light SKB 2</p>
<p>Knowledge of Language</p>	
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing.</p>
<p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Color and Light SKB 3 Electromagnetism SKB 2 (opportunity) Pollution SKB 2</p>
<p>Vocabulary for Acquisition and Use</p>	
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>Erosion TG 118 Oceans SKB 4 Rocks and Minerals TG 111 Simple Machines TG 108–111</p>
<p>L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading features in the Before Reading section</p> <p>In addition, see the following: Simple Machines TG 111; SKB 4 (opportunity) Weather Forecasting TG 107; SKB 4 (opportunity)</p>
<p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Color and Light TG 129, 132 Electromagnetism SKB 4 Erosion TG 116–117; SKB 4 Flight and Rocketry TG 143, 144 Pollution TG 103–104; SKB 4 Rocks and Minerals TG 114, 116; SKB 4 Weather Forecasting TG 106, 108 You and Your Body TG 116; SKB 4</p>
<p>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>All DSR titles SE 16 [glossary]; TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>Simple Machines TG 108–111</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Electromagnetism TG 96 Erosion TG 118 Oceans TG 154, 156 Rocks and Minerals TG 115 Simple Machines TG 111; SKB 4</p>

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L.5.5.a Interpret figurative language, including similes and metaphors, in context.	You and Your Body TG 114
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	Simple Machines TG 112 Weather Forecasting TG 113
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Color and Light SKB 4 Flight and Rocketry SKB 4 Oceans TG 155
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.