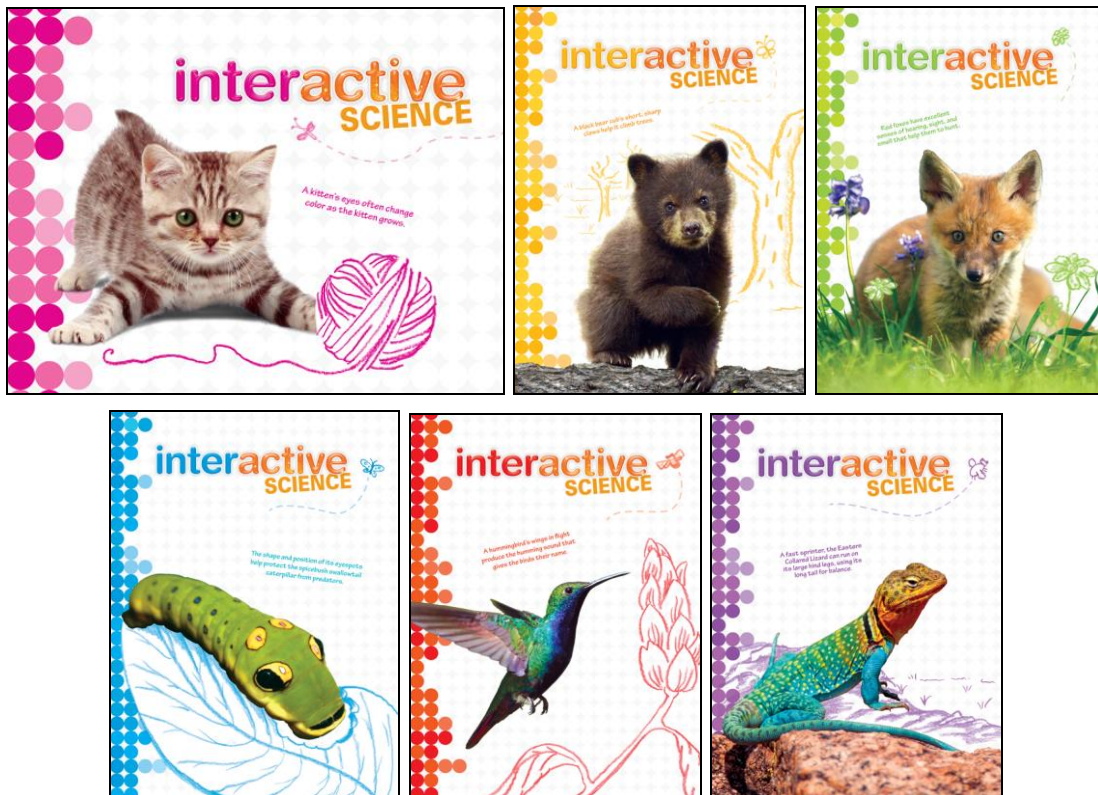


A Correlation of
Interactive Science
©2016



To the
**Common Core State Standards for
English Language Arts**

A Correlation of Interactive Science ©2016, Grades K-5 to the Common Core State Standards for English Language Arts

Introduction

This document demonstrates how ***Interactive Science, ©2016, Grades K-5***, supports the following strands of the Common Core State Standards for English Language Arts in Grades K-5.

- Reading Standards for Informational Texts
- Reading Standards for Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The ***Interactive Science*** program is designed to help teach literacy through science by integrating reading, writing, and comprehension skills. In the Write-in Student Edition, interactivities such as underlining, circling, drawing examples, labeling diagrams, completing charts and graphs, and completing graphic organizers help students master science content and assess their comprehension while reading. Inquiry and writing activities are embedded throughout the text and at the chapter and lesson levels.

Specific reading skills are featured on the Let's Read Science page in every chapter and are practiced throughout the chapter.

- Text Features
- Main Idea and Details
- Sequence
- Compare and Contrast
- Draw Conclusions
- Cause and Effect

Vocabulary Smart Cards provide multiple opportunities to practice key terms and develop expertise in academic vocabulary.

Leveled Content Readers reinforce the key science content in each chapter at Below-, On-, and Advanced levels and incorporate point-of-use support for English Language Learners. Foldout prompts and activities coach students with before-, during-, and after-reading strategies at their reading level. In addition, the Teacher's Edition includes guidelines for differentiating instruction at various reading levels and for English Language Learners.

Correlation references in this document are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

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Common Core State Standards for English Language Arts	Interactive Science ©2016
KINDERGARTEN	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. With prompting and support, ask and answer questions about key details in a text.	<p>SE Only: Let’s Read Science!: 3, 22, 43, 64, 85</p> <p>TE Only: Let’s Read Science!: 11, 43, 81, 119, 155 ELA/Literacy: 71b 21st Century Learning: 96 Elaborate: 125, 135</p>
Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.	<p>SE Only: Let’s Read Science!: 3, 22, 43, 64</p> <p>TE Only: Let’s Read Science!: 11, 43, 81, 119 Leveled Content Reader Support: 39B Explain: 55 ELA/Literacy: 71b Reading: 74, 112</p>
Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>SE Only: Let’s Read Science!: 3, 22, 85</p> <p>TE Only: Let’s Read Science!: 11, 43, 155 Elaborate: 19, 21, 23, 89, 163 ELA/Literacy: 109c</p>
Craft and Structure	
Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text.	<p>For recommended vocabulary words and activities to build understanding of these words, see</p> <p>TE Only: School-to-Home Letter: 6-7, 38-39, 76-77, 114-115, 150-151 Vocabulary Smart Cards: 16, 18, 20, 48, 52, 54, 86, 90, 94, 96, 124, 132, 134, 162, 164 ELL Support: 49, 55</p>
Informational Text 5. Identify the front cover, back cover, and title page of a book.	Students practice identifying the front and back covers and title pages of their <i>Interactive Science</i> Write-in student editions and the Leveled Content Readers associated with each chapter of the text.

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<p>Informational Text 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Students have the opportunity to identify the authors of their <i>Interactive Science</i> Write-in student edition (listed on pg. FM3) and the Leveled Content Readers associated with each chapter of the text.</p> <p>For additional recommended texts for which students can identify an author and illustrator, see TE Only: Reading: 4, 36, 74, 112, 148</p>
<p>Integration of Knowledge and Ideas</p>	
<p>Informational Text 7. 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).</p>	<p>SE Only: Lesson 3: 16 Lesson 1: 54, 75 Picture Clues: 64 Lesson 2: 76</p> <p>TE Only: Elaborate: 17, 19, 21, 49, 51, 59, 131 Performance-Based Assessment: 33 Reading: 74 Reading Strategy: 119</p>
<p>Informational Text 8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>This objective falls outside the scope of this program.</p>
<p>Informational Text 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>For related content involving the use of two or more texts on the same topic, please see TE Only: ELA/Literacy: 71a, 71b, 109c</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>Informational Text 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>SE Only: Let's Read Science!: 3, 22, 43, 64, 85</p> <p>TE Only: Let's Read Science: 11, 43, 81, 119, 155 Reading: 4, 36, 74, 112, 148</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Reading Standards for Foundational Skills	
Print Concepts	
<p>Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.</p> <p>1.a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>1.c. Understand that words are separated by spaces in print.</p> <p>1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>The <i>Interactive Science Write-In</i> student edition and <i>Leveled Content Readers</i> support the development of the Foundational Skills standards; Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p>
Phonological Awareness	
<p>Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2.a. Recognize and produce rhyming words.</p> <p>2.b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2.c. Blend and segment onsets and rimes of single syllable spoken words.</p> <p>2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)</p> <p>2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>3.c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
Fluency	
<p>Foundational Skills 4. Read emergent reader texts with purpose and understanding.</p>	

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Writing Standards	
Text Types and Purposes	
Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>).	TE Only: ELA/Literacy: 71b
Writing 2. 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.	TE Only: 21 st Century Learning: 58 Performance Based Assessment: 33, 69, 107, 175 Writing: 5, 37, 75, 113, 149
Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TE Only: Differentiated instruction: 18 ELA/Literacy: 33a, 109a Writing: 75
Production and Distribution of Writing	
Writing 4. (Begins in Grade 3)	Not applicable, according to the Common Core State Standards
Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	These skills may be practiced as the student engages in Writing activities that address standards above.
Writing 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	The following supportive activities prepare students in addressing this standard. TE Only: 21 st Century Learning: 81, 92
Research to Build and Present Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TE Only: ELA/Literacy: 71a, 109b, 109c
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SE Only: STEM Activity: 4-13, 23-32, 44-53, 65-74, 86-95 TE Only: STEM Activity: 12-14, 45-47, 82-84, 120-122, 156-158 ELA/Literacy: 33b, 71a, 109b, 109c
Writing 9. (Begins in Grade 4)	Not applicable, according to the Common Core State Standards
Range of Writing	
Writing 10. (Begins in Grade 3)	Not applicable, according to the Common Core State Standards

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>1.b. Continue a conversation through multiple exchanges.</p>	<p>For related content, please see:</p> <p>TE Only: Pre-Activity Discussion: 12, 44, 82, 120, 156 Post-Activity Discussion: 13, 44-45, 83, 121, 156 21st Century Learning: 54, 58</p>
<p>Speaking/Listening 2. 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.</p>	<p>TE Only: ELA/Literacy: 33b, 71b, 109b Art: 36 21st Century Learning: 81, 119 Reading: 74 Social Studies: 74 Rhyme: 113</p>
<p>Speaking/Listening 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TE Only: 21st Century Learning: 81, 119 ELA/Literacy: 33b, 109b Reading: 74 Social Studies: 74</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SE Only: Try It!: 63, 84</p> <p>TE Only: Activate Prior Knowledge: 25, 61, 124, 130, 164 Art: 4, 74 ELA/Reading: 33a, 109a Math: 4, 36, 74 Reading: 4, 36, 74 Rhyme: 5 Social Studies: 4, 36 Writing: 5, 37 21st Century Learning: 54 Try It!: 118, 154</p>
<p>Speaking/Listening 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>SE Only: Try It!: 63, 84</p> <p>TE Only: ELA/Literacy: 71a, 71b, 109c, 109d, 109e Try It!: 118, 154</p>
<p>Speaking/Listening 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TE Only: 21st Century Learning: 119</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Language Standards	
Conventions of Standard English	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>1.d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>1.e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p>	<p>The <i>Interactive Science</i> program supports English language convention standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
Knowledge of Language	
Language 3. (Begins in Grade 2)	Not applicable, according to the Common Core State Standards
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>4.b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>TE Only: ELL Support: 17, 19, 21, 23, 43, 49, 55, 59, 87, 89, 91, 93, 95, 125, 127, 129, 131, 133, 135, 161, 163, 165</p>

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<p>Language 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>SE Only: Let’s Read Science!: 22</p> <p>TE Only: Math: 4 Social Studies: 4 Rhyme: 5 ELL Support: 17, 19, 21, 23, 43, 51, 89, 161 Differentiated Instruction: 18 Performance-Based Assessment: 33 Reading: 36 Science/Math: 61</p>
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>TE Only: School-to-Home Letter: 6-7, 38-39, 76-77, 114-115, 150-151 Math: 4 Social Studies: 4 Rhyme: 5 Explore: 16 ELA/Literacy: 71a</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
GRADE 1	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions about key details in a text.	<p>SE/TE: Cause and Effect: 5, 17, 21, 22 Compare and Contrast: 47, 59, 65, 77, 81 Draw Conclusions: 70 Sequence: 125, 189, 210, 213</p> <p>TE Only: ELA/Literacy: 99b, 99c</p>
Informational Text 2. Identify the main topic and retell key details of a text.	<p>SE/TE: Cause and Effect: 5, 17, 115 Compare and Contrast: 47, 65, 81 Sequence: 125, 189, 210 Underline: 203</p> <p>TE Only: ELA/Literacy: 99b, 99c</p>
Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>SE/TE: Compare and Contrast: 47, 59, 65, 77, 81, 83 Compare: 126 Sequence: 189, 202, 213</p> <p>TE Only: Science/Language Arts: 80 ELA/Literacy: 99c Science/Writing: 212</p>
Craft and Structure	
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>SE/TE: Vocabulary Smart Cards: 35-36, 89-91, 131-132, 179-182, 217-218</p> <p>TE Only: Science/Writing: 22 Words to Know: 23b, 67b, 77b, 127b, 213b</p>

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Informational Text 5. 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.	Each <i>Interactive Science</i> write-in student edition includes a Table of Contents, Glossary, and Index, incorporates headings in the lesson text, and uses icons to represent recurring features such as Target Reading Skills, The Big Question, My Planet Diary, and Do the Math! throughout the text. Students can use these features to practice locating information. TE Only: ELL Support: 25 Differentiated Instruction: 203
Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SE/TE: Picture Clues: 103, 130, 143 TE Only: ELA/Literacy: 139a
Integration of Knowledge and Ideas	
Informational Text 7. Use the illustrations and details in a text to describe its key ideas.	SE/TE: Picture Clues: 103, 130, 143, 155, 160, 169, 171, 173, 206 TE Only: ELL Support: 103
Informational Text 8. Identify the reasons an author gives to support points in a text.	TE Only: My Planet Diary: 67a, 127a
Informational Text 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	For supporting content involving the use of multiple sources of information on the same topic, please see TE Only: ELA/Literacy: 43d, 99c Performance Expectation Activity: 99b, 99c 21 st Century Learning: 202
Range of Reading and Level of Text Complexity	
Informational Text 10. With prompting and support, read informational texts appropriately complex for grade 1.	SE/TE: Let’s Read Science: 5, 47, 103, 143, 189 TE Only: Reading: 2C, 44C, 99b, 100C, 140C Leveled Content Reader Support: 2G-2H, 44G-44H, 100G-100H, 140G-140H

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Reading Standards for Foundational Skills	
Print Concepts	
<p>Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.</p> <p>1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p>
Phonological Awareness	
<p>Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>3.e. Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>3.f. Read words with inflectional endings.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words.</p>	

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Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p>
Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>The following supportive activities prepare students in addressing this standard.</p> <p>TE Only: Science-Social Studies: 126 Language Arts: 186D</p>
<p>Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>SE/TE: Investigate It!: 33</p> <p>TE Only: Writing: 2D, 186C Activity Card Support: 33a-33d ELA/Literacy: 43c, 99a Science Notebook: 62, 66</p>
<p>Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>SE/TE: Science Notebook: 116 Sequence: 213</p> <p>TE Only: Science/Writing: 76 Art: 100D</p>
<p>Writing 4. (Begins in Grade 3)</p>	<p>Not applicable, according to the Common Core State Standards</p>
Production and Distribution of Writing	
<p>Writing 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>These skills may be practiced as students engage in Writing activities that address standards above.</p>

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Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	The following supportive activities prepare students in addressing this standard. TE Only: 21 st Century Learning: 27, 202 ELA/Literacy: 43d, 99a Performance Expectation Activity: 99b, 139b, 99c
Research to Build and Present Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	SE/TE: STEM Activity: 6-15, 48-57, 104-113, 144-153, TE Only: 21 st Century Learning: 27, 60, 75, 120, 127, 170, 202, 213 Performance Expectation Activity: 43a, 99c ELA/Literacy: 43d Writing: 100C
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SE/TE: Investigate It!: 33, 87, 177 Try It!: 46, 102 Explore It!: 78, 82, 118, 162, 200 Apply It!: 137 Performance-Based Assessment: 139 TE Only: ELA/Literacy: 43c Activity Card Support: 33a-33d, 87a-87d ELA/Literacy: 99b Explore It!: 123a ELA/Literacy: 139b
Writing 9. (Begins in grade 4)	Not applicable, according to the Common Core State Standards
Range of Writing	
Writing 10. (Begins in grade 3)	Not applicable, according to the Common Core State Standards

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.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).</p> <p>1.b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SE/TE: STEM Activity: 10, 108, 148 Lightning Lab: 156</p> <p>TE Only: Pre-Activity Discussion: 7, 49, 105, 145, 191 Post-Activity Discussion: 15, 57, 113, 153, 199 ELA/Literacy: 43a, 43c, 43d 21st Century Learning: 120 Evaluate: 157 Language Arts: 186D</p>
<p>Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TE Only: Read Aloud/Talk about the Picture: 2, 44, 100, 140, 186 ELA/Literacy: 43a Differentiated Instruction: 121, 171 21st Century Learning: 127 Explore: 154</p>
<p>Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TE Only: ELA/Literacy: 43a 21st Century Learning: 127 Differentiated Instruction: 121, 171</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SE/TE: Lightning Lab: 22 Envision It!: 28-29, 64-65, 68-69, 78-79, 118-119, 158-159 Make a Presentation: 43</p> <p>TE Only: 21st Century Learning: 127 ELA/Literacy: 139b Differentiated Instruction: 121, 171 Science Notebook: 161 Language Arts: 186D</p>

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<p>Speaking/Listening 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SE/TE: Draw: 26, 38, 55, 60, 80, 84, 121, 134, 173 Make a Presentation: 43 Envision It!: 64-65, 72-73</p> <p>TE Only: ELA/Literacy: 43a, 99a Art: 186C Differentiated Instruction: 171</p>
<p>Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p>	<p>SE/TE: Tell: 19, 83, 171 Make a Presentation: 43 Predict: 160 Write a Song: 138</p> <p>TE Only: ELA/Literacy: 139b Science/Writing: 156</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Language Standards	
Conventions of Standard English	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.b. Use common, proper, and possessive nouns.</p> <p>1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>1.e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>1.f. Use frequently occurring adjectives.</p> <p>1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>1.h. Use determiners (e.g., articles, demonstratives).</p> <p>1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>The <i>Interactive Science</i> program supports English language convention standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.a. Capitalize dates and names of people.</p> <p>2.b. Use end punctuation for sentences.</p> <p>2.c. Use commas in dates and to separate single words in a series.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
Knowledge of Language	
<p>Language (Begins in Grade 2)</p>	<p>Not applicable, according to the Common Core State Standards</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).</p>	<p>SE/TE: Vocabulary Smart Cards: 35-36, 89-92, 131-132, 179-182, 217-218</p> <p>TE Only: Words to Know: 23b, 27b, 31b, 63b, 67b, 81b, 85b, 127b, 161b, 167b, 175b, 213b Language Arts: 100c Science/Language Arts: 116</p>
<p>Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>SE/TE: Vocabulary: 38, 94, 220</p> <p>TE Only: Science/Writing: 22 ELL Support: 73, 83, 205 Science/Language Arts: 116</p>
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>TE Only: School-to-Home Letter: 2E-2F, 44E-44F, 100E-100F, 140E-140F, 186E-186F Science/Reading: 70 Differentiated Instruction: 74</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
GRADE 2	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer such questions as <i>who, what, where, when, why</i> , and how to demonstrate understanding of key details in a text.	<p>SE/TE: Let's Read Science: 5, 65, 121, 163, 207 Main Idea and Details: 133, 134, 154, 220, 240</p> <p>TE Only: ELA/Literacy: 61d</p>
Informational Text 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>SE/TE: Main Idea and Details: 133, 134</p> <p>TE Only: Reading: 204C</p>
Informational Text 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>SE/TE: Sequence: 77 Investigate It!: 48-49, 104-105, 148-149, 196-197, 234-235</p> <p>TE Only: Sequence: 146 Social Studies: 204C Response to Intervention: 227</p>
Craft and Structure	
Informational Text 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>SE/TE: Vocabulary: 56, 57, 112, 154, 202, 240 Vocabulary Smart Cards: 51-54, 107-110, 151-152, 199-200</p> <p>TE Only: Words to Know: 23b, 29b, 35b, 39b, 47b, 81b, 87b, 93b, 99b, 103b, 137b, 143b, 147b, 177b, 181b, 187b, 191b, 195b, 221b, 227b, 233b</p>
Informational Text 5. 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.	<p>Each <i>Interactive Science</i> Write-in student edition includes a Glossary and Index, incorporates headings, text formatting, and captions in the lesson text, and represents recurring features such as Target Reading Skills, The Big Question, My Planet Diary, and Do the Math! with icons that the student can use to practice locating information.</p> <p>SE/TE: Write: 142, 146</p> <p>TE Only: Science Notebook: 81 Performance Expectation Activity: 159d ELL Support, 17</p>

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Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	SE/TE: Main Idea and Details: 133, 134, 154, 220, 240 Compare and Contrast: 101, 121, 140 Underline: 147 Circle: 177
Integration of Knowledge and Ideas	
Informational Text 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SE/TE: Picture Clues: 95, 163, 175, 180, 193 TE Only: Teach with Visuals: 78, 102
Informational Text 8. Describe how reasons support specific points the author makes in a text.	TE Only: ELA/Literacy: 61b
Informational Text 9. Compare and contrast the most important points presented by two texts on the same topic.	TE Only: ELA/Literacy: 159b
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: Let’s Read Science: 5, 65, 121, 207 TE Only: Reading: 2C, 62C, 118C, 160C Leveled Content Reader Support: 2G-2H, 62G-62H, 118G-118H, 160G-160H
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 2)	Not applicable, according to the Common Core State Standards
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 2)	Not applicable, according to the Common Core State Standards

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>3.b. Know spelling sound correspondences for additional common vowel teams.</p> <p>3.c. Decode regularly spelled two-syllable words with long vowels.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Phonics and Word Recognition, and Fluency.</p>
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>TE Only: ELA/Literacy: 61d</p>
<p>Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TE Only: Science/Writing: 34, 78 21st Century Learning: 45, 220, 231 ELA/Literacy: 117a Science/Language Arts: 191</p>
<p>Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TE Only: 21st Century Learning: 21 Writing: 62D, 118D, 204D Science/Writing: 92, 96 ELA/Literacy: 117b</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Production and Distribution of Writing	
Writing 4. (Begins in Grade 3)	Not applicable, according to Common Core State Standards
Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	These skills may be practiced as the student engages in Writing activities that address standards above. For additional supporting content, see TE Only: Writing: 160C
Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE Only: 21 st Century Learning: 21 Science/Language Arts: 191
Research to Build and Present Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	SE/TE: Try It!: 4, 64, 120, 162, 206 STEM Activity: 6-15, 66-75, 122-131, 164-173, 208-217 Explore It!: 30, 36, 40, 88, 94, 100, 138, 144, 178, 182, 188, 192, 206, 222, 228 Investigate It!: 48-49, 104-105, 148-149, 196-197, 234-235 Apply It!: 58-59, 114-115, 156-157 TE Only: 21 st Century Learning: 45, 85, 220 ELA/Literacy: 159a, 159d Social Studies: 204C
Writing 8. Recall information from experiences or gather information from provided sources to answer a question.	SE/TE: Try It!: 4, 64, 120, 162, 206 Explore It!: 88, 94, 138, 182, 228 Investigate It!: 48-49, 104-105, 148-149, 196-197 Apply It!: 58-59, 114-115, 156-157 TE Only: ELA/Literacy: 61b Writing: 160C 21 st Century Learning: 187
Writing 9. (Begins in grade 4)	Not applicable, according to Common Core State Standards
Range of Writing	
Writing 10. (Begins in grade 3)	Not applicable, according to Common Core State Standards

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to the Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Interactive Science ©2016
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.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).</p> <p>1.b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>SE/TE: STEM Activity: 9, 13</p> <p>TE Only: Pre-Activity Discussion: 7, 67, 123, 165, 209 Post-Activity Discussion: 15, 75, 131, 173, 217 21st Century Learning: 76, 85, 99, 177, 181, 187, 191, 225</p>
<p>Speaking/Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TE Only: Read Aloud/Talk About the Picture: 2, 62, 118, 160, 204, Explore: 76 ELL Support: 207</p>
<p>Speaking/Listening 3. 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.</p>	<p>TE Only: ELA/Literacy: 117c 21st Century Learning: 177, 187</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>SE/TE: Make a Presentation: 61</p> <p>TE Only: Writing: 62D, 118D, 204D Science/Writing: 80 Pre-Activity Discussion: 123 21st Century Learning: 187, 220, 236</p>
<p>Speaking/Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TE Only: Writing: 62D Science/Writing: 80 ELA/Literacy: 117b, 159c 21st Century Learning: 220</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
<p>Speaking/Listening 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SE/TE: Make a Presentation: 61 Write a Song: 117</p> <p>TE Only: Science-Writing: 92 Reading: 62C Writing: 62D, 118D, 204D ELA/Literacy: 117b 21st Century Learning: 99, 177, 187 Differentiated Instruction: 221</p>
<p>Language Standards</p>	
<p>Conventions of Standard English</p>	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.a. Use collective nouns (e.g., <i>group</i>).</p> <p>1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>The <i>Interactive Science</i> program supports Language standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>2.a. Capitalize holidays, product names, and geographic names.</p> <p>2.b. Use commas in greetings and closings of letters.</p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.a. Compare formal and informal uses of English.</p>	<p>The <i>Interactive Science</i> program supports Language standards in the various student writing and speaking tasks that appear throughout.</p>
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>SE/TE: Vocabulary: 57, 112, 202, 240 Glossary: EM2-EM17</p> <p>TE Only: Science/Language Arts: 29 ELL Support: 37, 89, 189 Response to Intervention: 108, 152</p>
<p>Language 5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>TE Only: ELL Support: 77, 95, 179</p>
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>TE Only: School-to-Home Letter: 2E-2F, 62E-62F, 118E-118F, 160E-160F, 204E-204F At-Home Lab: 18 Categorize: 20, 46</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
GRADE 3	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>SE/TE: Draw Conclusions: 9, 349 Cause and Effect: 47, 217 Summarize: 130, 313, 319, 355 Compare and Contrast: 215 Recall: 318</p> <p>TE Only: ELA/Literacy: 289b</p>
Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>SE/TE: Main Idea and Details: 12, 16, 56, 173, 341, 348, 351, 371</p> <p>TE Only: Differentiated Instruction: 13 ELA/Literacy: 245e</p>
Informational Text 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.	<p>SE/TE: Cause and Effect: 41, 47, 71, 90, 199, 217 Sequence: 139, 155, 177, 193, 249, 255, 282 Compare and Contrast: 215</p>
Craft and Structure	
Informational Text 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.	<p>SE/TE: Vocabulary: 34, 90, 149, 192, 193, 236, 237, 282, 334, 370 Vocabulary Smart Cards: 29-32, 85-88, 143-146, 187-190, 231-234, 279-280, 365-368</p> <p>TE Only: 21st Century Learning: 87 Words to Know: 13b, 21b, 25b, 51b, 57b, 65b, 69b, 75b, 81b, 115b, 121b, 127b, 133b, 139b, 167b, 175b, 183b, 209b, 215b, 223b, 227b, 257b, 265b, 269b, 275b, 301b, 307b, 313b, 319b, 325b, 349b, 355b, 361b</p>
Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>SE/TE: Text Features: 103, 109, 110, 117, 126, 130, 135, 137, 148, 293, 299, 309</p>

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Informational Text 6. Distinguish their own point of view from that of the author of a text.	For supporting content on distinguishing opinion from fact and writing opinion pieces, see TE Only: Performance Expectation Activity: 245f, 245h, 289c Science/Reading: 300 Differentiated Instruction: 300
Integration of Knowledge and Ideas	
Informational Text 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).	SE/TE: Illustrate: 11 Analyze a Bar Graph: 167 Read a Graph: 219 My Planet Diary: 254 Climate: 260-261 Interpret a Graph: 264 Infer: 315 Explain: 317 Read a Circle Graph: 360 TE Only: 21 st Century Learning: 261
Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).	SE/TE: Cause and Effect: 41, 47, 71, 199, 209, 215, 217 Compare: 139 Sequence: 155, 166, 177, 249, 255 Compare and Contrast: 169, 227, 274
Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	TE Only: 21 st Century Learning: 226 ELA/Literacy: 289b
Range of Reading and Level of Text Complexity	
Informational Text 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.	SE/TE: Let’s Read Science: 3, 41, 155, 199, 249, 293, 341 TE Only: Leveled Content Reader Support: 1G-1H, 100G-100H, 246G-246H, 290G-290H

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 3)	Not applicable, according to Common Core State Standards
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 3)	Not applicable, according to Common Core State Standards
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. 3.b. Decode words with common Latin suffixes. 3.c. Decode multi-syllable words. 3.d. Read grade appropriate irregularly spelled words.	The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Phonics and Word Recognition, and Fluency.
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1.b. Provide reasons that support the opinion. 1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. 1.d. Provide a concluding statement or section.	TE Only: ELA/Literacy: 245f, 245h, 289c

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Common Core State Standards for English Language Arts	Interactive Science ©2016
<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, and details.</p> <p>2.c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>2.d. Provide a concluding statement or section.</p>	<p>TE Only: Science Notebook: 37, 54, 68, 207, 337 21st Century Learning: 55, 219 Differentiated Instruction: 120 Science/Writing: 165, 221 ELA/Literacy: 245c</p>
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.c. Use temporal words and phrases to signal event order.</p> <p>3.d. Provide a sense of closure.</p>	<p>TE Only: Science/Writing: 72, 78, 174, 178 ELA/Literacy: 245h</p>
<p>Production and Distribution of Writing</p>	
<p>Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TE Only: Science Notebook: 37, 337 Science/Writing: 72, 174, 221 21st Century Learning: 219</p>
<p>Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	<p>These skills may be practiced as the student engages in Writing activities that address standards above.</p> <p>For supporting content, see TE Only: Science-Writing: 174 Animals and Seasons: 245 ELA/Literacy: 245c</p>
<p>Writing 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>TE Only: 21st Century Learning: 73, 84, 114, 311, 325</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Research to Build and Present Knowledge	
Writing 7. Conduct short research projects that build knowledge about a topic.	SE/TE: STEM Activity: 4-7, 42-45, 104-107, 156-159, 200-203, 250-253, 294-297, 342-345 TE Only: Science Notebook: 68 Science/Social Studies: 68 21 st Century Learning: 73, 84, 114, 136, 175, 179, 186, 219, 313, 319, 355, 359 Differentiated Instruction: 120
Writing 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TE Only: 21 st Century Learning: 114, 165, 313 Science/Social Studies: 208 ELA/Literacy: 245e, 289b
Writing 9. (Begins in grade 4)	Not applicable, according to the Common Core State Standards
Range of Writing	
Writing 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.	SE/TE: Write About It: 193, 236, 237, 282, 334, 370 TE Only: Science Notebook: 37, 54, 68, 207, 337 Science/Writing: 72, 78, 165, 174, 178, 213, 221
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1.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). 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 1.d. Explain their own ideas and understanding in light of the discussion.	SE/TE: Lightning Lab: 300 Apply It!: 96 TE Only: Pre-Activity Discussion: 5, 43, 105, 157, 201, 251, 295 Post-Activity Discussion: 6, 44, 106, 158, 202, 252, 296 ELA/Literacy: 99a, 245e Lab Support: 184 21 st Century Learning: 213, 280 Guided Inquiry: 229c Performance Expectation Activity: 289c

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
Speaking/Listening 2. 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.	TE Only: Read Aloud/Predict: 1I, 38, 100, 246, 290 ELA/Literacy: 99c, 245b, 245d, 245e
Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TE Only: 21 st Century Learning: 87 ELA/Literacy: 99c, 245b, 245e
Presentation of Knowledge and Ideas	
Speaking/Listening 4. 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.	TE Only: 21 st Century Learning: 63, 136, 179, 219, 280, 355 ELA/Literacy: 99c, 245b, 245c Science/Writing: 174
Speaking/Listening 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TE Only: 21 st Century Learning: 136, 179, 311, 313, 355 ELA/Literacy: 245a
Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	This skill can be practiced as the student engages in the speaking tasks cited below. TE Only: 21 st Century Learning: 24, 63, 219, 280 ELA/Literacy: 99c, 245b, 245d, 245h Science/Writing: 174 Science /Reading: 300 Science Notebook: 24 Differentiated Instruction: 269

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Language Standards	
Conventions of Standard English	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1.b. Form and use regular and irregular plural nouns. 1.c. Use abstract nouns (e.g., <i>childhood</i>). 1.d. Form and use regular and irregular verbs. 1.e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. 1.f. Ensure subject-verb and pronoun-antecedent agreement.* 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 1.h. Use coordinating and subordinating conjunctions. 1.i. Produce simple, compound, and complex sentences. 	<p>The <i>Interactive Science</i> program supports English language convention standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 2.a. Capitalize appropriate words in titles. 2.b. Use commas in addresses. 2.c. Use commas and quotation marks in dialogue. 2.d. Form and use possessives. 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words. 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	
Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 3.a. Choose words and phrases for effect.* 3.b. Recognize and observe differences between the conventions of spoken and written standard English. 	

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/ careless, heat/preheat</i>).</p> <p>4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>SE/TE: Explain: 172</p> <p>TE Only: Science/Language Arts: 18, 20, 60, 118, 130 Lab Support: 82 21st Century Learning: 87, 332 Science Notebook: 213 Science/Writing: 256</p>
<p>Language 5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>TE Only: ELL Support: 173 Science/Language Arts: 272</p>
<p>Language 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>SE/TE: Let’s Read Science!: 249 Try It!: 292</p> <p>TE Only: School-to-Home Letter: 1E-1F, 38E-38F, 100E-100F, 152E-152F, 196E-196F, 246E-246F, 290E-290F, 338E-338F Academic Vocabulary: 30, 86, 144, 188, 232, 280, 330, 366 Science Notebook: 37 ELL Support: 234 Science/Reading: 310</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
GRADE 4	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE/TE: Main Idea and Details: 3, 9, 177, 183, 209 Got It?: 15, 21, 27, 61, 91, 135, 141, 159, 187, 193, 199, 205, 211, 243, 259, 271, 277, 307, 326, 329, 355, 363 Sequence: 49, Cause and Effect: 81, 345 Identify: 312 Underline; 88, 134, 139, 149, 264, 274, 306, 315, 351, 357, 360
Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	SE/TE: Main Idea and Details: 3, 9, 177, 183 Draw Conclusions: 23, 233, 245 Summarize: 66, 95, 141, 153, 190, 211, 251, 313, 321 TE Only: Summarize: 191 Differentiated Instruction: 270 21st Century Learning: 271
Informational Text 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.	SE/TE: Write About It: 43, 74, 171, 370 Interpret Data: 48 Sequence: 57, 67 Analyze: 74 Cause and Effect: 81, 91, 345, 351 Summarize: 339 Explain: 355
Craft and Structure	
Informational Text 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.	SE/TE: Vocabulary Smart Cards: 37-40, 71-72, 99-100, 163-168, 215-218, 281-284, 333-336, 367-368 TE Only: ELL Support: 42 Words to Know: 15b, 21b, 27b, 33b, 61b, 67b, 91b, 95b, 127b, 159b, 187b, 135b, 141b, 147b, 153b, 193b, 199b, 205b, 211b, 243b, 253b, 259b, 265b, 271b, 277b, 307b, 313b, 321b, 329b, 355b, 363b

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Informational Text 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.	SE/TE: Cause and Effect: 81, 88, 91 Compare: 208, 264 Compare and Contrast: 198, 239
Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	For related content, please see TE Only: ELA/Literacy: 111f
Integration of Knowledge and Ideas	
Informational Text 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.	SE/TE: Explain Your Results: 2 Explain: 14 Conclude: 90, 324, 325 Recognize: 90 Identify: 131 Analyze: 195, 319 Fill in the Blanks: 274-275 Infer: 210 Interpret Data: 329 TE Only: Performance Expectation Activity: 295b
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	For related content regarding the use of text evidence to support an inference, please see: TE Only: ELA/Literacy: 111c, 111f, 229c, 229d, 295c
Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	SE/TE: Make a Presentation: 229 TE Only: 21 st Century Learning: 13, 27, 32, 123, 184, 196, 205, 242 ELA/Literacy: 111a, 111c, 111f, 229c, 229d, 295c
Range of Reading and Level of Text Complexity	
Informational Text 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.	SE/TE: Let’s Read Science: 3, 49, 81, 115, 177, 233, 299, 345 TE Only: Leveled Content Reader Support: 1G-1H, 46G-46H, 78G-78H, 112G-112H, 174G-174H, 230G-230H, 296G-296H, 342G-342H

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 4)	Not applicable, according to the Common Core State Standards
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 4)	Not applicable, according to the Common Core State Standards
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Phonics and Word Recognition, and Fluency.
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1.b. Provide reasons that are supported by facts and details. 1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). 1.d. Provide a concluding statement or section related to the opinion presented.	TE Only: Performance Expectation Activity: 229a

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Common Core State Standards for English Language Arts	Interactive Science ©2016
<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE/TE: Write a Poem: 111 Write a Biography: 228 Create a Booklet: 295 Write a Report: 380</p> <p>TE Only: Science/Writing: 11, 20, 26, 59, 131, 138, 150, 240 21st Century Learning: 184, 271 Performance Expectation Activity: 229c Differentiated Instruction: 313, 359</p>
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.a. Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE/TE: Write Historical Fiction: 294</p> <p>TE Only: 21st Century Learning: 60 Science/Writing: 132, 158, 209, 275</p>
Production and Distribution of Writing	
<p>Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Write About It: 43, 74, 171, 287, 339, 370 Write a Poem: 111 Write a Biography: 228 Create a Booklet: 295 Write a Report: 380</p> <p>TE Only: ELA/Literacy: 295a Differentiated Instruction: 313, 316</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	These skills may be practiced as the student engages in Writing activities that address standards above.
Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	TE Only: 21 st Century Learning: 86, 196, 271, 306, 358
Research to Build and Present Knowledge	
Writing 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE/TE: STEM Activity: 4-7, 50-53, 82-85, 178-181, 234-237 Make a Presentation: 229 TE Only: 21 st Century Learning: 13, 27, 32, 184, 196, 205, 242 Science/Writing: 240
Writing 8. 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.	SE/TE: STEM Activity: 4-7, 50-53, 82-85, 178-181, 234-237 TE Only: 21 st Century Learning: 27, 86, 196, 271 ELA/Literacy: 111a, 111b, 111c, 111d, 229d, 295a, 295d Science Notebook: 306
Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9.a. Apply grade 4 Reading standards to literature (e.g., “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]”). 9.b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	SE/TE: Analyze: 89, 105, 125, 132, 195, 239, 246, 273, 319, 323 TE Only: ELA/Literacy: 111a, 229c, 295d

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Range of Writing	
<p>Writing 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>	<p>SE/TE: Write About It: 43, 74, 171, 287, 339, 370 Write a Poem: 111 Write a Biography: 228 Write Historical Fiction: 294 Create a Booklet: 295</p> <p>TE Only: Science/Writing: 11, 20, 26, 59, 131, 132, 138, 150, 158, 204, 240, 275 21st Century Learning: 184 Differentiated Instruction: 313, 316</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed upon rules for discussions and carry out assigned roles.</p> <p>1.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.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SE/TE: Apply It!: 292 Try It!: 298 Lightning Lab: 306, 311 Conduct a Survey: 380</p> <p>TE Only: Pre-Activity Discussion: 347 Post-Activity Discussion: 6, 52, 84, 118, 180, 302, 348 21st Century Learning: 13, 123, 158, 203, 205, 215, 242, 262, 268, 324, 352 Explore: 260 ELA/Literacy: 295c Differentiated Instruction: 332</p>
<p>Speaking/Listening 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE/TE: Paraphrase: 135, 156</p>
<p>Speaking/Listening 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>For supporting content, please see TE Only: 21st Century Learning: 205</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. 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.</p>	<p>SE/TE: Make a Presentation: 229</p> <p>TE Only: 21st Century Learning: 32, 242</p>
<p>Speaking/Listening 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE/TE: Make a Presentation: 229</p> <p>TE Only: ELA/Literacy: 111e, 229b 21st Century Learning: 242, 262, 268, 324, 352</p>
<p>Speaking/Listening 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Although differentiating between contexts in terms of formality of discourse falls outside the scope of the Interactive Science program, the student can practice these skills as they engage in the tasks cited for Speaking/Listening standards 1 through 5 above.</p>
Language Standards	
Conventions of Standard English	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>1.b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>1.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>1.e. Form and use prepositional phrases.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>The <i>Interactive Science</i> program supports English language convention standards in the various student writing and speaking tasks that appear throughout.</p>

**A Correlation of Interactive Science ©2016, Grades K-5
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Common Core State Standards for English Language Arts	Interactive Science ©2016
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.a. Use correct capitalization.</p> <p>2.b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>2.c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>The <i>Interactive Science</i> program supports Language standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Knowledge of Language</p>	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.a. Choose words and phrases to convey ideas precisely.</p> <p>3.b. Choose punctuation for effect.*</p> <p>3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>The <i>Interactive Science</i> program supports Language standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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>TE Only: ELL Support: 17, 23, 42, 61, 201, 239, 267, 273, 323, 363 Science Notebook: 25, 32, 122, 138, 247 Science/Reading: 126 Differentiated Instruction: 144 Science/Language Arts: 256, 359 Elaborate: 258 Vocabulary Smart Cards: 336</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
<p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>SE/TE: Write a Poem: 111 Vocabulary Smart Cards: 166</p> <p>TE Only: Science/Writing: 209</p>
<p>Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>TE Only: School-to-Home Letter: 1E-1F, 46E-46F, 78E-78F, Differentiated Instruction: 21 Academic Vocabulary: 38, 72, 100, 164, 216, 334, 368</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
GRADE 5	
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>SE/TE: Got It?: 27, 39, 81, 131, 157, 209, 223, 241, 295, 327, 335, 343, 347, 387 Main Idea and Details: 55, 61, 68, 145, 163, 362, 369 Cause and Effect: 103 Sequence: 205, 211</p> <p>TE Only: ELA/Literacy: 99e, 195b, 313c</p>
Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>SE/TE: Summarize: 39, 48, 177, 221, 226, 271, 275, 305, 333, 377 For supporting content requiring the student to determine a single main idea in a text, see Main Idea and Details: 55, 61, 68, 90, 145, 163, 186, 208, 363, 369, 373, 394</p>
Informational Text 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 in the text.	<p>SE/TE: Cause and Effect: 103, 109, 117, 125, 167, 293 Sequence: 205, 211, 229 Unlock the Big Question: 229 Infer: 387</p>
Craft and Structure	
Informational Text 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.	<p>SE/TE: Vocabulary Smart Cards: 43-46, 85-88, 135-136, 181-184, 245-250, 299-302, 351-354, 391-392 Vocabulary: 90, 186, 304, 394, 395</p> <p>TE Only: Words to Know: 15b, 21b, 27b, 33b, 39b, 65b, 73b, 77b, 81b, 113b, 119b, 125b, 131b, 157b, 165b, 173b, 177b, 109b, 215b, 223b, 229b, 235b, 241b, 269b, 275b, 283b, 289b, 295b, 327b, 335b, 343b, 347b, 373b, 379b, 387b Academic Vocabulary: 44, 86, 136, 182, 246, 300, 392 ELL Support: 175, 271</p>

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Common Core State Standards for English Language Arts	Interactive Science ©2016
Informational Text 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	For related content, please see TE Only: 21 st Century Learning: 274
Informational Text 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TE Only: 21 st Century Learning: 274
Integration of Knowledge and Ideas	
Informational Text 7. 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.	TE Only: ELA/Literacy: 99a, 99e, 195c, 195d, 313a, 313b 21 st Century Learning: 108, 274, 288, 390 Science Notebook: 180
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	As students respond to assessment questions throughout the program, they use reasons and evidence within the text to support their answers.
Informational Text 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TE Only: 21 st Century Learning: 274 ELA/Literacy: 195b, 195d, 313c
Range of Reading and Level of Text Complexity	
Informational Text 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.	SE/TE: Let’s Read Science: 3, 55, 103, 145, 199, 259, 317, 363 TE Only: Leveled Content Reader Support: 1G-1H, 52G-52H, 100G-100H, 142G-142H, 196G-196H, 314G-314H
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 5)	Not applicable, according to the Common Core State Standards
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 5)	Not applicable, according to the Common Core State Standards

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Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>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.</p>	<p>The <i>Interactive Science</i> Write-In student edition and Leveled Content Readers support the development of the Foundational Skills standards; Phonics and Word Recognition, and Fluency.</p>
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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>1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1.c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>1.d. Provide a concluding statement or section related to the opinion presented.</p>	<p>TE Only: ELA/Literacy: 195b, 313c</p>

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<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE/TE: Local Resources: 195 Landforms and Weather: 313</p> <p>TE Only: Science Notebook: 11, 63, 68, 70, 171 Science/Writing: 26, 177, 266, 279 ELA/Literacy: 99b, 99c, 99d, 99e Differentiated Instruction: 154, 377 Performance Expectation Activity: 195d, 313c 21st Century Learning: 208, 235 Science/Social Studies: 274</p>
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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>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>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE/TE: Differentiated Instruction: 76 Write a Story: 404</p> <p>TE Only: Science/Writing: 62, 130, 207, 240, 286</p>

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Production and Distribution of Writing	
<p>Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Apply It!: 94-97, 190-193, 308-311 Write a Story: 404</p> <p>TE Only: Science/Writing: 26, 31, 62, 130, 177, 207, 240, 266, 279, 286 Performance Expectation Activity: 195d 21st Century Learning: 235, 385</p>
<p>Writing 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.</p>	<p>These skills are supported as the student engages in Writing activities that address standards above.</p> <p>For related content on revising a model (such as a diorama, multimedia presentation, or poster), see TE Only: 195c</p>
<p>Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TE Only: 21st Century Learning: 153, 170, 215, 241, 288, 322, 346, 378 Science Notebook: 180</p>
Research to Build and Present Knowledge	
<p>Writing 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>SE/TE: STEM Activity: 4-7, 56-59, 104-107, 146-149, 200-203, 260-263, 318-321, 364-367 Local Resources: 195 Landforms and Weather: 313</p> <p>TE Only: 21st Century Learning: 11, 32, 108, 170, 208, 215, 274, 288, 378, 390 Science/Social Studies: 12, 71, 226, 274, 371 ELA/Literacy: 99a, 99b, 99c, 99d, 99e Science Notebook: 180 Science/Writing: 279</p>

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<p>Writing 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>SE/TE: STEM Activity: 4-7, 56-59, 104-107, 146-149, 200-203, 260-263, 318-321, 364-367</p> <p>TE Only: Science/Social Studies: 12 ELA/Literacy: 99a, 99b, 99c, 99d, 99e, 195d, 313a, 313b 21st Century Learning: 108, 215 Science Notebook: 180</p>
<p>Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9.a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>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]”).</p>	<p>SE/TE: Let’s Read Science: 3, 55, 103, 145, 199, 259, 317, 363</p> <p>TE Only: ELA/Literacy: 99b, 99e, 195d</p>
<p>Range of Writing</p>	
<p>Writing 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>	<p>SE/TE: Write About It: 186, 225, 252, 289, 357, 394 Local Resources: 195</p> <p>TE Only: Science/Writing: 26, 31, 62, 130, 177, 207, 240, 266, 279, 286, 340 Science Notebook: 63, 68, 70, 110, 162, 171, 359 Science/Social Studies: 71, 371 ELA/Literacy: 99b</p>

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SE/TE: Apply It!: 96, 310</p> <p>TE Only: Pre-Activity Discussion: 5, 57, 105, 147, 201, 261, 319, 365 Post-Activity Discussion: 6, 58, 106, 148, 202, 262, 320, 366 Performance Expectation Activity: 99a, 195c 21st Century Learning: 108 Science Notebook: 124 ELL Support: 75, 237 Differentiated Instruction: 286, 331</p>
<p>Speaking/Listening 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE/TE: Summarize: 177, 271, 333, 377</p> <p>TE Only: Read Aloud/Predict: 52, 196 Performance Expectation Activity: 99a ELA/Literacy: 99b, 99c, 99d</p>
<p>Speaking/Listening 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>This objective falls outside the scope of the <i>Interactive Science</i> program.</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. 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.</p>	<p>TE Only: 21st Century Learning: 11, 215, 235, 241, 288, 322, 378, 385 Performance Expectation Activity: 99a, 195b, 195c, 313a, 313b ELA/Literacy: 313c</p>
<p>Speaking/Listening 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TE Only: 21st Century Learning: 153, 241, 288, 322, 378, 385, 390 ELA/Literacy: 195c, 313a, 313b, 313d</p>

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<p>Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students practice these skills as they engage in the tasks cited for Speaking/Listening standards 1 through 5 above.</p> <p>For related content involving contexts in which students communicate with parties outside the classroom, please see TE Only: 21st Century Learning: 235, 241, 346</p>
<p>Language Standards</p>	
<p>Conventions of Standard English</p>	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>1.b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>1.d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>1.e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>The <i>Interactive Science</i> program supports English language convention standards in the various student writing and speaking tasks that appear throughout.</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.a. Use punctuation to separate items in a series.*</p> <p>2.b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>2.c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>2.d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p>	

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Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.</p> <p>3.b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p>	<p>The <i>Interactive Science</i> program supports Language standards in the various student writing and speaking tasks that appear throughout.</p>
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>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>SE/TE: Vocabulary: 90, 138, 186, 252, 304, 394, 395</p> <p>TE Only: Science Notebook: 19 ELL Support: 109, 115, 205, 217, 225, 246, 291, 345 Science/Reading: 118, 154, 326, 332 Activate Prior Knowledge: 134 Elaborate: 228, 232</p>
<p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>TE Only: Science/Language Arts: 161, 372</p>
<p>Language 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>TE Only: School-to-Home Letter: 1E-1F, 52E-52F, 100E-100F, 142E-142F, 196E-196F, 256E-256F, 314E-314F, 360E-360F Academic Vocabulary: 44, 86, 136, 182, 246, 300, 352, 392</p>