

**Houghton Mifflin Harcourt  
Science and Engineering Leveled Readers ©2014  
Grade 5**

correlated to the

**Common Core State Standards for English Language Arts  
Grade 5**

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Topic 1 TG, pp. 2–3, 10 Topic 3 TG, pp. 26–27, 34 Topic 4 TG, pp. 38–39, 46 Topic 5 TG, pp. 50–51, 58 Topic 6 TG, pp. 62–63, 70 Topic 7 TG, pp. 74–75, 82 Topic 8 TG, pp. 86–87, 94 Topic 9 TG, pp. 98–99, 106 Topic 10 TG, pp. 110–111, 118 Topic 11 TG, pp. 122–123, 130
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Topic 1 TG, pp. 3, 4, 10 Topic 2 TG, pp. 16, 22 Topic 3 TG, pp. 28, 34 Topic 4 TG, pp. 40, 46 Topic 5 TG, pp. 52, 58 Topic 6 TG, pp. 64, 70 Topic 7 OL/ES <i>How Does Earth’s Surface Change?</i> ; TG, pp. 76, 82

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
		Topic 8 TG, pp. 88, 94 Topic 9 TG, pp. 100, 106 Topic 10 TG, pp. 112, 118 Topic 11 TG, pp. 124, 130
<b>RI.5.3</b>	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.	Topic 5 TG, p. 52
<b>Craft and Structure</b>		
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	Topic 1 TG, pp. 1, 9 Topic 2 TG, pp. 13, 21 Topic 3 TG, pp. 25, 33 Topic 4 TG, pp. 37, 38–39, 45 Topic 5 TG, pp. 49, 57 Topic 6 TG, pp. 61, 62–63, 69 Topic 7 TG, pp. 73, 81 Topic 8 TG, pp. 85, 93 Topic 9 TG, pp. 97, 105 Topic 10 TG, pp. 109, 117 Topic 11 TG, pp. 121, 129
<b>RI.5.5</b>	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.	Topic 1 TG, p. 4, 10 Topic 4 TG, p. 46

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<b>Integration of Knowledge and Ideas</b>		
<b>RI.5.7</b>	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.	Topic 1 TG, p. 4 Topic 4 EN <i>On the Job with an Electrician</i> Topic 5 EN <i>International Space Station</i> Topic 6 OL/ES <i>How Do We Use Sound and Light Energy?</i> , EN <i>Light Technologies</i> Topic 7 EN <i>The Stories Fossils Tell</i> Topic 10 EN <i>Predators of Shark River</i>
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>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.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	Topic 1 TG, p. 4 Topic 3 TG, p. 28 Topic 7 TG, p. 76 Topic 8, pp. 88, 94 Topic 9 EN <i>The Coldest Place on Earth</i> Topic 11 OL <i>How Do Organisms and Their Environments Form an Ecosystem?</i> ; TG, p. 124 Topic 12 EN <i>Animal Smarts</i>

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<p><b>W.5.2</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>Topic 1 TG, p. 10                      Topic 2 OL/ES <i>How Do Engineers Solve Problems?</i>, EN <i>Harnessing the Wind</i>; TG, p. 16                      Topic 3 OL/ES <i>What Are The Physical Properties of Matter?</i>; TG, p. 34                      Topic 4 EN <i>International Space Station</i>; TG, p. 40                      Topic 5 EN <i>On the Job with an Electrician</i>; TG, p. 58                      Topic 6 TG, p. 64                      Topic 7 OL/ES <i>How Does Earth’s Surface Change?</i>; EN <i>The Stories Fossils Tell</i>; TG, p. 82                      Topic 8 OL <i>How Can Conservation Save Earth’s Resources?</i>                      Topic 9 OL <i>How Are Climate and Weather Different?</i>; TG, pp. 100, 112                      Topic 10 OL <i>How Do the Sun, Earth, and Moon Move in Space?</i>                      Topic 11 EN <i>Predators of Shark River</i>                      Topic 12 TG, p. 136</p>
<p><b>W.5.3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a</li> </ul>	<p>Topic 1 EN <i>Into the Ocean Depths</i>                      Topic 4 TG, p. 46                      Topic 5 TG, p. 52                      Topic 9 TG, p. 106                      Topic 10 TG, p. 118                      Topic 11 TG, p. 130</p>

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	<p>narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>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>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Topic 12 TG, p. 142</p>
<b>Production and Distribution of Writing</b>		
<b>W.5.5</b>	<p>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>Topic 1 TG, p.                      Topic 2 TG, p. 16                      Topic 3 TG, p. 28                      Topic 5 TG, pp. 52, 58                      Topic 6 TG, p. 64                      Topic 7 TG, pp. 76, 82                      Topic 8, pp. 88, 94                      Topic 9, p. 100                      Topic 10, p. 118                      Topic 11 TG, p. 124                      Topic 12 TG, p. 136                      Topic 12 TG, p. 142</p>

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<b>W.5.6</b>	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.	Topic 1 TG, p. 4 Topic 2 TG, p. 16 Topic 5 TG, p. 52 Topic 6 TG, p. 64 Topic 7 TG, pp. 76, 82 Topic 8 TG, pp. 88, 94 Topic 10, p. 118 Topic 12 TG, p. 136 Topic 12 TG, p. 142
<b>Research to Build and Present Knowledge</b>		
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Topic 1 OL/ES <i>What Do Scientists Do?</i> , EN <i>Into the Ocean Depths</i> Topic 4 EN <i>International Space Station</i> Topic 5 EN <i>On the Job with an Electrician</i> Topic 6 OL/ES <i>How Do We Use Sound and Light Energy?</i> , EN <i>Light Technologies</i> ; TG, p. 64 Topic 7 EN <i>The Stories Fossils Tell</i> ; TG, p. 82 Topic 8 TG, p. 100 Topic 11 EN <i>Predators of Shark River</i> Topic 12 TG, p. 136
<b>Speaking &amp; Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<b>SL.5.1</b>	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. a. Come to discussions prepared, having read or studied required	Topic 2 OL/ES <i>How Do Engineers Solve Problems?</i> Topic 6 EN <i>Light Technologies</i>

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	<p>material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.5.4</b>	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.	Topic 11 OL/ES <i>How Do Organisms Reproduce and Adapt?</i>