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Dead-and-Gone Mammoths

Nine-year-old Simion Jarkov couldn't believe his eyes. There before him, poking out of the icy Siberian ground, were two huge arched tusks.

It was 1997 and Simion, a reindeer herder, had just found the tusks of a woolly mammoth. Tests later showed that the tusks had been frozen for 20,000 years!



MAMMOTHS—WHAT, WHERE, AND WHY?

What were mammoths, where did they live, and why aren't any alive today? Meet the mighty mammoths, and maybe you can figure out why these big beasts are now extinct.



Animals are different shapes and sizes depending on the conditions where they live.



Living on Ice

Mammoths were mammals that lived in Europe, Siberia, and North America. Different species lived from five million to just 4,000 years ago. For most of this time, the world was very cold, and large rivers of ice called glaciers covered much of the land.

Adult woolly mammoths could stand 11 feet tall and weighed 6 tons. They had long, curvy tusks, and they looked like elephants in need of a haircut. Underneath their long, shaggy outer coats, they had another coat of short, thick hair. They had several layers of fat and a shoulder hump with stored reserves for when there was no food around.

PURPOSE-BUILT FOR SNOW AND ICE

SHOULDER HUMP

This was like a backpack to store fat.

EARS

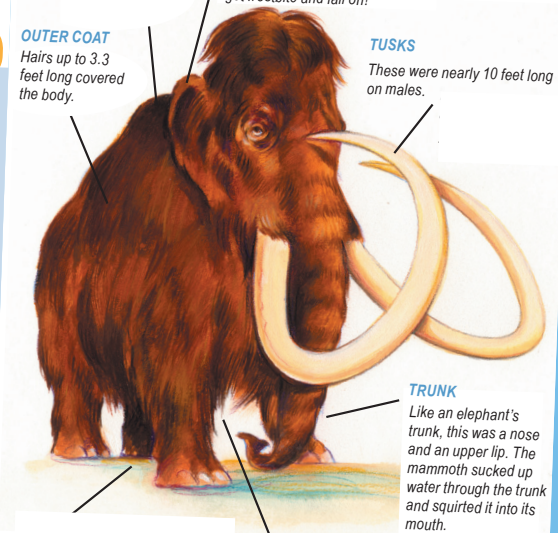
These were very small. Large ears could get frostbite and fall off!

OUTER COAT

Hairs up to 3.3 feet long covered the body.

TUSKS

These were nearly 10 feet long on males.



TRUNK

Like an elephant's trunk, this was a nose and an upper lip. The mammoth sucked up water through the trunk and squirted it into its mouth.

FEET

To keep mammoths from sliding on ice, their feet were flat and had rough skin.

UNDERCOAT

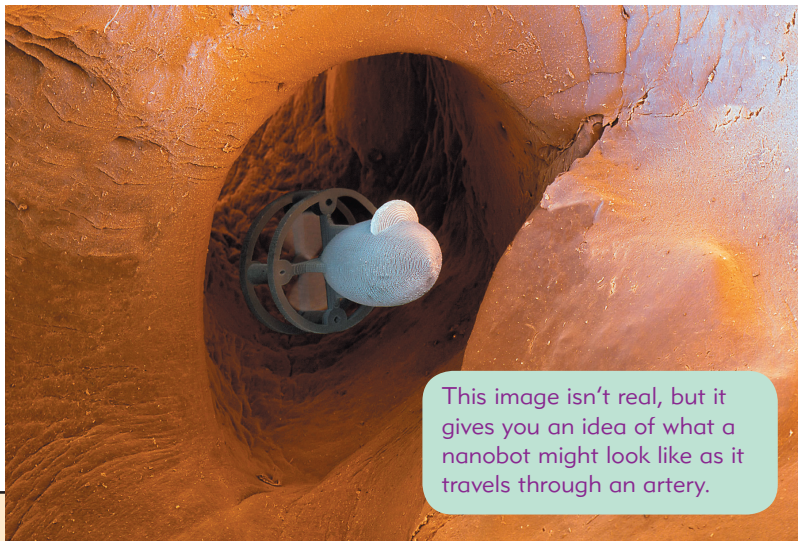
Much shorter hairs grew close together next to the body to keep the mammoth really warm.

Woolly mammoths became extinct, or died out, between 4,000 and 5,000 years ago. But some ancient animals were around until much more recent times. The thylacine, or Tasmanian tiger, was hunted to extinction only last century. The last animal died alone in a zoo in 1936. We know why the thylacine became extinct, but with other species, such as the mammoth, we are still searching for answers.

Into the Future

There is a squeak at the door. You think no one is there ... until you look down. A group of tiny, mouse-sized robots is sitting on the mat. The cleaners are here!

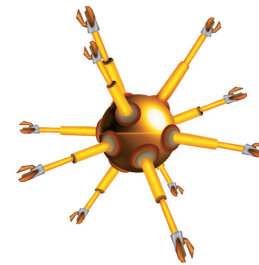
Would you like robot mice to keep the corners of your room clean? That's just what some scientists have imagined for the future. And it doesn't stop there. A report from the Massachusetts Institute of Technology (MIT) Mobile Robot Lab describes a list of possibilities for the future. These include a colony of screen-cleaning robots that live on your TV screen, a family of dog-sized robots to maintain your garden, or a herd of hippopotamus-sized robots to build the dam that supplies you with water and electricity. Who knows? A robot might even save you from a heart attack.



This image isn't real, but it gives you an idea of what a nanobot might look like as it travels through an artery.

THE FUTURE OF MEDICINE

Robotic cameras are already used during operations to give the surgeons a better view. Soon, there will be robots small enough to go right inside your body.



This nanobot design has ten arms. A group of nanobots might join together to heal a cut without using stitches.

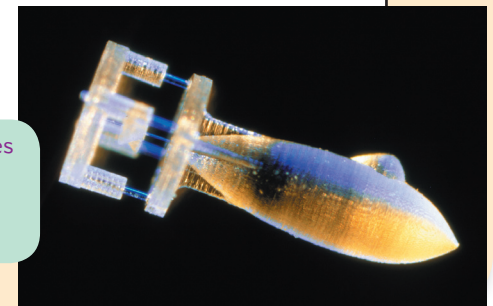
Mini-Robots

Nanotechnology deals with the invention of tiny machines and robots. The term comes from the word nanometer. One nanometer equals one thousand millionth of a meter. That is tiny! An electric motor only .07 inches long has already been built, so nanobots are just around the corner.

Robo-Doc

Instead of going through a painful operation and recovery, some day soon you might just swallow a nanobot! These robots would repair your body from the inside. One might be used to clear blocked arteries. Powered by a small propeller, the robot could travel to where the problem is inside your body. It could clear the way for blood to flow smoothly and help to prevent a heart attack. Nanobots like this might also be used to recognize and kill cancer cells. You wouldn't even feel a thing!

This micro-submarine is .16 inches long. Tiny submarines like this might soon be used to find and repair problems inside your body.



Common Core Standards Correlation

Each reading card (RC), activity card (AC), or activity sheet (SP) in *Reading Comprehension and Writing Response* meets one or more of the following Common Core Standards and Expectations© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core Standards, go to <http://www.corestandards.org/>.

Grade 4 Reading Standards – Literature	Correlations
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	AC8, AC9 SP16, SP34, SP36, SP38, SP41, SP45
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	AC8, AC18
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)	SP16, SP19, SP35, SP37, SP42
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	AC9 SP21
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	AC7, AC16, AC23
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	AC17 SP40
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	AC8, AC17 SP22
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	AC7

Common Core Standards Correlation *(cont.)*

Grade 4 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>AC2, AC3, AC5, AC6, AC19 SP1, SP3, SP5, SP8, SP11, SP14, SP23, SP25, SP27, SP29, SP31–33, SP43, SP47, SP49, SP51, SP55, SP57, SP61, SP63, SP65</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>AC5, AC6, AC13, AC14 SP9, SP12, SP23, SP26, SP28, SP52, SP53, SP55, SP57, SP59, SP63, SP64</p>
<p>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.</p>	<p>AC3, AC5, AC11–13 SP9, SP11–13, SP23, SP24, SP26, SP31, SP43, SP49, SP50, SP54, SP55, SP58, SP61, SP64</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>RC1, RC2, RC4, RC6, RC19, RC22, RC25, RC29 AC23 SP53, SP63</p>
<p>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.</p>	<p>RC10, RC23 AC12, SP24, SP32, SP59</p>
<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RC21 AC14, AC22, AC28 SP7, SP25, SP47</p>
Integration of Knowledge and Ideas	
<p>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.</p>	<p>RC1–5, RC11, RC14, RC23, RC25, RC29 AC27</p>
<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RC21 AC10, AC30 SP11, SP12, SP57</p>
<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>AC1, AC2, AC4, AC6, AC11, AC19, AC22, AC24, AC26– 28, AC30 SP22, SP52</p>

Common Core Standards Correlation *(cont.)*

Grade 4 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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>RC1–30 AC2</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RC1–30, particularly RC18</p>
Grade 4 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>AC10, AC15, AC30 SP7, SP32, SP45, SP57, SP60, SP66</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>AC1, AC2, AC5, AC6, AC9, AC25, AC26, AC28–30 SP10, SP12, SP22, SP30, SP32, SP50</p>

Common Core Standards Correlation *(cont.)*

Text Types and Purposes <i>(cont.)</i>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases 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>AC1, AC3, AC7, AC8, AC13, AC15–19, AC21, AC27 SP6, SP17, SP20, SP26, SP33, SP35, SP37, SP40, SP44, SP48, SP52, SP62</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>AC1, AC2, AC7, AC10, AC12, AC13, AC20, AC24, AC26, AC28–30 SP2, SP4, SP10, SP12, SP17, SP20, SP26, SP40, SP42, SP46, SP56, SP60, SP64</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>AC6, AC7, AC19, AC30 SP4, SP12</p>
<p>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.</p>	<p>AC1, AC4, AC6, AC24, AC26, AC27, AC30</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>AC1, AC2, AC4–6, AC9, AC11, AC26, AC28 SP22, SP52</p>
<p>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.</p>	<p>AC6, AC9, AC28 SP46</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>AC6, AC8, AC16, AC19, AC28 SP12, SP26, SP30, SP35, SP48, SP52</p>

Common Core Standards Correlation *(cont.)*

Grade 4 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
<p>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>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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	AC1–30
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	AC6, AC11
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	AC4, AC7, AC10, AC12, AC13, AC21, AC30 SP56
Presentation of Knowledge and Ideas	
<p>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>	AC4–6, AC8, AC9, AC11, AC15, AC17, AC19, AC21, AC24, AC29, AC30 SP22
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	AC5, AC9, AC21, AC26
<p>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>	AC1–30, particularly AC20

Common Core Standards Correlation *(cont.)*

Grade 4 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. 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>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<p>All writing activities, particularly AC6, AC21</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>All writing activities, particularly AC6 SP15</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 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>AC1, AC2, AC4, AC8, AC13, AC21, AC23 SP4, SP7, SP10, SP12, SP18, SP20, SP26, SP32, SP33, SP37, SP39, SP40, SP42, SP48, SP60, SP64</p>

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use	
<p>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>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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>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>RC6 AC6, AC9, AC11, AC15, AC23 SP21, SP53, SP61</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>RC20 AC3, AC4, AC8, AC18, AC20 SP18, SP19, SP21</p>
<p>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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>AC2–6, AC9, AC29 SP6, SP10, SP12, SP21, SP24, SP30, SP32, SP37, SP42, SP44, SP50, SP52, SP53, SP58, SP66</p>
Grade 5 Reading Standards – Literature	Correlations
Key Ideas and Details	
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>AC7 SP16, SP36, SP45</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>AC8, AC18 SP16, SP37, SP38</p>
<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>AC8, AC16, AC17 SP19, SP40</p>

Common Core Standards Correlation *(cont.)*

Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RC15, RC18, RC20 AC9, AC18, AC20 SP19, SP21
5. Explain how a series of characters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	AC8 SP16, SP35
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	AC15
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RC7–9, RC16, RC20
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	AC7
Grade 5 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	AC5, AC6, AC21 SP1, SP9, SP11, SP23, SP25, SP27, SP32, SP47, SP49, SP54, SP55, SP57, SP59, SP63
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	AC2, AC5, AC14, AC30 SP9, SP11, SP25, SP27, SP43, SP54, SP57, SP65
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.	AC1, AC3, AC11–13, AC22, AC25, AC26 SP24, SP32, SP47, SP54, SP55, SP58, SP61, SP64
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	RC1, RC2, RC4, RC6, RC19, RC22, RC25, RC29 AC23 SP53, SP63
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.	RC21, RC25 SP32
6. Analyze multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.	RC3 AC5, AC19, AC24 SP7, SP47

Common Core Standards Correlation *(cont.)*

Integration of Knowledge and Ideas	
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.	AC4, AC19, AC30 SP10, SP44, SP52
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).	RC21 AC10, AC30 SP11, SP12, SP57
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	AC1, AC2, AC4, AC6, AC9, AC11, AC19, AC22, AC24, AC26, AC27, AC28, AC30 SP22, SP52
Grade 5 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RC1–30 AC2, AC18
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RC1–30, particularly RC18
Grade 5 Writing Standards	Correlations
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.	AC10, AC15 SP7, SP32, SP45, SP57, SP60, SP66

Common Core Standards Correlation *(cont.)*

Text Types and Purposes <i>(cont.)</i>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>AC1, AC2, AC5, AC6, AC9, AC25, AC26, AC28–30 SP10, SP12, SP22, SP30, SP32, SP39, SP50</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a 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>AC1, AC3, AC7, AC8, AC13, AC15–19, AC21, AC27 SP6, SP17, SP20, SP26, SP33, SP35, SP37, SP40, SP44, SP48, SP52, SP62</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>AC1, AC2, AC7, AC10, AC12, AC13, AC20, AC24, AC26, AC28–30 SP2, SP4, SP10, SP12, SP17, SP20, SP26, SP40, SP42, SP46, SP56, SP60, SP64</p>
<p>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>AC6, AC7, AC19, AC30 SP4, SP12</p>
<p>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>AC1, AC4, AC6, AC24, AC26, AC27, AC30</p>

Common Core Standards Correlation *(cont.)*

Research to Build and Present Knowledge	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	AC1, AC2, AC4, AC5, AC6, AC9, AC11, AC26, AC28 SP22, SP52
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.	AC6, AC9, AC28 SP46
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> 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]”). b. Apply <i>grade 5 Reading standards</i> 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]”).	AC6, AC8, AC16, AC19, AC28 SP12, SP26, SP30, SP35, SP48, SP52
Grade 5 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	AC1–30 SP56
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	AC6, AC11
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	AC7, AC10, AC12, AC13, AC21

Common Core Standards Correlation *(cont.)*

Presentation of Knowledge and Ideas	
<p>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>	AC4–6, AC8, AC9, AC11, AC15, AC17, AC19, AC21, AC24, AC29, AC30 SP22
<p>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>	AC5, AC9, AC21, AC26 SP66
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	AC1–30, particularly AC20
Grade 5 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	All writing activities, particularly AC2 SP18, SP24
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	All writing activities, particularly AC6 SP15
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	AC1–4, AC8, AC13, AC21, AC23 SP4, SP10, SP12, SP17, SP18, SP20, SP26, SP32, SP33, SP37, SP39, SP40, SP42, SP48, SP60, SP64

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use	
<p>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 an range of strategies.</p> <p>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>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p> <p>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>RC6 AC6, AC9, AC11, AC15, AC23 SP21, SP53, SP61</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>RC20 AC3, AC4, AC8, AC18, AC20, AC23 SP4, SP18, SP19, SP21</p>
<p>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</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>AC1–6, AC9, AC29 SP6, SP10, SP12, SP21, SP22, SP24, SP30, SP32, SP37, SP42, SP50, SP52, SP53, SP58, SP66</p>