

Kindergarten
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers and Delta Science First Readers

Kindergarten Standard	Page References for Delta Science Readers and Delta Science First Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>All DSR and DSFR K-1 titles SE: Main headings are often phrased as questions.</p> <p>TG: Discussion questions throughout Guide the Reading and Review sections (see page numbers below) call for students to ask and answer questions about key details in a text, with teacher prompting and support.</p> <p>About Me SE 4, 10, 16; TG 221–226, 228 Animals SE 2, 11, 15; TG 87–93, 95 Earth TG 197–202, 203 Finding the Moon SE 2, 4, 6, 11; TG 116–120 From Seed to Plant SE 2, 4, 6, 10, 12; TG 122–126 How do we learn? SE outside front cover; DSM TG 113–117; SLP TG 63–67, 69 Investigating Water SE 2, 3, 5, 9, 12; TG 111–116 Matter SE 4, 6, 9, 12, 16; TG 309–317 Observing an Aquarium SE 2, 4, 8, 10; TG 137–142 Plants SE 2, 6, 10, 14; TG 115–123 Properties SE 2, 12, 13; TG 112–117 Sky SE 2, 9, 18; TG 281–287 Sorting TG 141–146, 148 Sunshine and Shadows SE 2, 4, 8, 11; TG 107–111 Weather TG 167–173 Weather and Sky SE 2, 6, 9, 12; TG 141–147 Where is it? Is it moving? SE 2, 9, 12; TG 251–259</p>

Kindergarten Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>All DSR and DSFR K-1 titles TG: Discussion questions throughout Guide the Reading and Review sections call for students to demonstrate understanding of text passages. Students have opportunities to identify main ideas and retell key details in doing so, with teacher prompting and support. About Me TG 221–226, 228 Animals TG 87–93, 95 Earth TG 197–203 Finding the Moon TG 116–120 From Seed to Plant TG 122–126 How do we learn? DSM TG 113–117; SLP TG 63–67, 69 Investigating Water TG 111–116 Matter TG 309–317 Observing an Aquarium TG 137–142 Plants TG 115–123 Properties TG 112–117 Sky TG 281–287 Sorting TG 141, 144–146, 148 Sunshine and Shadows TG 107–111 Weather TG 167–173 Weather and Sky TG 141–148 Where is it? Is it moving? TG 251–258</p>
<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>About Me TG 223–227 Animals TG 87–94, 98 Earth TG 198–203 Finding the Moon SE inside back cover; TG 116, 118, 120 From Seed to Plant SE inside back cover; TG 122–125 How do we learn? SE inside back cover; DSM TG 115–117; SLP TG 65, 67–68, 72 Investigating Water SE inside back cover; TG 112–115 Matter TG 309–316 Observing an Aquarium SE inside back cover; TG 138–141 Plants TG 115–116, 118–122, 126 Properties SE inside back cover; TG 112–116 Sky TG 281–287, 292 Sorting TG 141–147, 152 Sunshine and Shadows SE inside back cover; TG 107, 109, 111 Weather TG 165 (Supporting the ELL), 167–172, 178 Weather and Sky SE inside back cover; TG 142–147 Where is it? Is it moving? TG 253, 255–258</p>

Kindergarten Standard	Page References for Delta Science Readers and Delta Science First Readers
<i>Craft and Structure</i>	
<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>All DSR and DSFR K-1 titles SE: Boldface vocabulary words defined in text at point of use and in the glossary provide opportunities to prompt and support inquiry about unknown words.</p> <p>TG: Vocabulary development resources are included in Build Background, Preview the Book, and/or Preview the Vocabulary features, as well as embedded in the page-by-page teacher support.</p> <p>About Me TG 220–226 Animals TG 86–89, 91–92 Earth TG 196, 201–202 Finding the Moon TG 114–116, 118–119 From Seed to Plant TG 120–123 How do we learn? DSM TG 112–115; SLP TG 62–67 Investigating Water TG 110–114 Matter TG 308–310, 312 Observing an Aquarium TG 136–141 Plants TG 114–117, 119 Properties TG 110–116 Sky TG 280, 284 Sorting TG 140–141, 145–146 Sunshine and Shadows TG 106–108, 111 Weather TG 166–167, 169, 172 Weather and Sky TG 140–144, 146–147 Where is it? Is it moving? TG 250, 252–253, 255–257</p>

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<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>All DSR K-1 titles TG: Students identify and discuss the front cover in Build Background and the table of contents in Preview the Book (no title page in DSRs). Opportunity for students to identify the back cover. About Me TG 219, 226–227 Animals TG 85–86, 93–94 Earth TG 195–196, 202–203 Finding the Moon TG 114 From Seed to Plant TG 120–121 How do we learn? DSM TG 112, 116–117; SLP TG 61–62, 67–68 Investigating Water TG 110 Matter TG 307–308, 315–316 Observing an Aquarium TG 136–138 Plants TG 113–114, 121–122 Properties TG 110–111 Sky TG 279–280, 286–287 Sorting TG 139–140, 146–147 Sunshine and Shadows TG 106 Weather TG 165–166, 172–173 Weather and Sky TG 140 Where is it? Is it moving? TG 249–250, 258</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>RI.K.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>About Me TG 219, 221–226 Animals TG 85, 87–93 Earth TG 195, 197–202, 206 Finding the Moon TG 116–120 From Seed to Plant TG 122–125 How do we learn? DSM TG 113–117; SLP TG 61, 63–67 Investigating Water TG 111–115 Matter TG 307, 309–315 Observing an Aquarium TG 137–141 Plants TG 113, 115–121 Properties TG 112–116 Sky TG 279, 281–286 Sorting TG 139, 141–146 Sunshine and Shadows TG 107–111 Weather TG 165, 167–172 Weather and Sky TG 141–147 Where is it? Is it moving? TG 249, 251–258</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>All DSR and DSFR K-1 titles</p>

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Reading Standards: Foundational Skills	
<i>Print Concepts</i>	
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>All DSR titles TG: Preview the Book (Before Reading), provides an opportunity to discuss the organization and basic features of the book e.g., title, table of contents, headings, boldfaced words, glossary).</p> <p>DSFR titles About Me TG 220, 223 Animals TG 86–87 Earth TG 196 How do we learn? SLP TG 61–62 Matter TG 307–308 Plants TG 114–115 Sky TG 280, 282 Sorting TG 141 Weather TG 166, 169, 172 Where is it? Is it moving? TG 250–251</p>
<p>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</p>	<p>Plants TG 115 Where is it? Is it moving? TG 251</p>
<i>Phonological Awareness</i>	
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>All DSR titles (opportunity)</p> <p>DSFR titles About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259</p>
<p>RF.K.2.a Recognize and produce rhyming words.</p>	<p>About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259</p>

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RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	Properties TG 116 (opportunity)
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259
RF.K.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 /l/, /r/, or /x/.)	About Me TG 227 How do we learn? SLP TG 68 Matter TG 316 Observing an Aquarium TG 138 Plants TG 122 Sorting TG 147 Where is it? Is it moving? TG 259
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	About Me TG 227 (opportunity) Animals TG 94 (opportunity) Earth TG 203 (opportunity) How do we learn? SLP TG 68 (opportunity) Matter TG 316 (opportunity) Plants TG 122 (opportunity) Sorting TG 147 (opportunity) Weather TG 173 (opportunity) Where is it? Is it moving? TG 259 (opportunity)
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Phonograms appear on the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11) and on the following pages: About Me TG 218, 227 Animals TG 84, 94 Earth TG 194, 203 How do we learn? SLP TG 60, 68 Matter TG 306, 316 Plants TG 112, 122 Sky TG 278–279, 287 Sorting TG 138, 147 Weather TG 164, 173 Where is it? Is it moving? TG 248, 259

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<p>RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>High-frequency words appear on the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). and on the following pages:</p> <p>About Me TG 218 Animals TG 84 Earth TG 194 How do we learn? SLP TG 60 Matter TG 306 Plants TG 112 Sky TG 278 Sorting TG 138 Weather TG 164 Where is it? Is it moving? TG 248</p>
<p>Fluency</p>	
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>ALL DSR and DSFR K-1 titles TG: Students set purposes before reading in Build Background and Set a Purpose features (see page numbers below). Students revisit purpose questions and demonstrate understanding of text in Summarize and Review features (see page numbers below).</p> <p>About Me TG 219–220, 228 Animals TG 85–86, 94–95 Earth TG 195–196, 203 Finding the Moon TG 114–115, 120 From Seed to Plant TG 120–126 How do we learn? DSM TG 112–113, 117; SLP TG 61–62, 68–69 Investigating Water TG 111, 115–116 Matter TG 307, 308, 316–317 Observing an Aquarium TG 136–137, 141–142 Plants TG 113–114, 122 Properties TG 110–111, 116–117 Sky TG 279–280, 288 Sorting TG 139–140, 148 Sunshine and Shadows TG 106–107, 111 Weather TG 165–166, 174 Weather and Sky TG 140–141, 147–148 Where is it? Is it moving? TG 249–250, 259</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.K.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., My favorite book is...).</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to compose opinion pieces: Animals TG 95 Investigating Water TG 116 Matter TG 317 Plants TG 123 Sunshine and Shadows TG 111 Weather TG 174 Weather and Sky TG 148</p>
<p>W.K.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.</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to compose informative/explanatory texts: About Me TG 228 Animals TG 95 Plants TG 123 Earth TG 195 (Supporting the ELL), 204 Finding the Moon TG 121 From Seed to Plant TG 126 How do we learn? DSM TG 118; SLP TG 69 Investigating Water TG 116 Observing an Aquarium TG 142 Properties TG 117 Sky TG 288 Sorting TG 148 Weather TG 174 Weather and Sky TG 148 Where is it? Is it moving? TG 260, 262</p>
<p>W.K.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.</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to create narratives: How do we learn? DSM TG 117–118; SLP TG 69 Investigating Water TG 116 Sunshine and Shadows TG 112 Where is it? Is it moving? TG 260</p>
Research to Build and Present Knowledge	
<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to participate in shared research and writing projects: Finding the Moon TG 121 Investigating Water TG 116 Observing an Aquarium TG 142 Properties TG 117</p>

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Speaking and Listening Standards	
	<p>These are identified in the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). See also “Promoting Oral Language Development” for each title. Page numbers are as follows:</p> <p>About Me TG 218–219 Animals TG 84–85 Earth TG 194–195 How do we learn? SLP TG 60–61 Matter TG 306–307 Plants TG 112–113 Sky TG 278–279 Sorting TG 138–139 Weather TG 164–165 Where is it? Is it moving? TG 248–249</p>

Language Standards	
<i>Conventions of Standard English</i>	
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See below.</i>
L.K.2.a Capitalize the first word in a sentence and the pronoun I.	<p>About Me TG 220 Animals TG 86, 87 (opportunity [capitalization]) Earth TG 196, 199, 200 (opportunity) Matter TG 307 (opportunity [capitalize book title]), 308 Plants TG 114 Sky TG 280, 282 (opportunity) Sorting TG 141 Weather TG 166, 169, 172 (opportunity)</p>
L.K.2.b Recognize and name end punctuation.	<p>About Me TG 220 Animals TG 86–87 How do we learn? SLP TG 61 Matter TG 308 Plants TG 114 Sky TG 280 Sorting TG 141 Weather TG 166</p>

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<i>Vocabulary Acquisition and Use</i>	
<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>About Me TG 221–222, 224–226 Animals TG 87–89, 91–92 Earth TG 201–202 Finding the Moon TG 116, 118–119 From Seed to Plant TG 122–124 How do we learn? DSM TG 114–116; SLP TG 61 (Supporting the ELL), 64– 67 Investigating Water TG 111–114 Matter TG 309–310, 312 Observing an Aquarium TG 138–141 Plants TG 113 (Supporting the ELL), 115–117, 119 Properties TG 112–116 Sky TG 279 (Supporting the ELL), 284 Sorting TG 141, 145, 146 Sunshine and Shadows TG 108 Weather TG 167, 169, 172 Weather and Sky TG 141–144, 146–147 Where is it? Is it moving? TG 249 (Supporting the ELL), 253, 255–257</p>
<p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>Properties TG 112</p>
<p>L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>Animals TG 86, 88–89 Finding the Moon TG 116, 119 (opportunity) Investigating Water TG 114 (opportunity) Plants TG 113, 119 Properties TG 114 Sunshine and Shadows TG 108 (opportunity) Where is it? Is it moving? TG 257</p>
<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>About Me TG 219 (Supporting the ELL) Finding the Moon TG 116, 119 (opportunity) How do we learn? DSM TG 115 Sorting TG 139 (Supporting the ELL) Weather TG 172 Weather and Sky TG 142</p>

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<p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>About Me TG 232 Animals TG 87 From Seed to Plant TG 121 How do we learn? DSM TG 115; SLP TG 65 Investigating Water TG 114–116 Matter TG 307 (Supporting the ELL), 310, 315, 320 Plants TG 115–117 Properties TG 112–114, 116–117 Sorting TG 139, 141–146, 148, 152 Sunshine and Shadows TG 106, 109 Weather TG 174 Where is it? Is it moving? TG 251–253, 256</p>
<p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>How do we learn? SLP TG 72 Sorting TG 143–145 (opportunity), 152 Where is it? Is it moving? TG 251–256 (opportunity)</p>
<p>L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>About Me TG 219 (Supporting the ELL) How do we learn? DSM TG 113 (opportunity), 115; SLP TG 61 (Supporting the ELL), 64 Weather and Sky TG 142</p>
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>All DSR and DSFR K-1 titles TG: Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support. Students have opportunities to use words acquired through reading, being read to, and responding to text. In addition, see the following: From Seed to Plant TG 124</p>

Grade 1
Common Core State Standards for English Language Arts
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Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
RI.1.1 Ask and answer questions about key details in a text.	<p>All DSR and DSFR K-1 titles SE: Main headings often phrased as questions. TG: Discussion questions throughout Guide the Reading and Review sections (see page numbers below) call for students to ask and answer questions about key details in a text.</p> <p>About Me SE 4, 10, 16; TG 221–226, 228 Animals SE 2, 11, 15; TG 87–93, 95 Earth TG 197–202, 203 Finding the Moon SE 2, 4, 6, 11; TG 116–120 From Seed to Plant SE 2, 4, 6, 10, 12; TG 122–126 How do we learn? SE outside front cover; DSM TG 113–117; SLP TG 63–67, 69 Investigating Water SE 2, 3, 5, 9, 12; TG 111–116 Matter SE 4, 6, 9, 12, 16; TG 309–317 Observing an Aquarium SE 2, 4, 8, 10; TG 137–142 Plants SE 2, 6, 10, 14; TG 115–123 Properties SE 2, 12, 13; TG 112–117 Sky SE 2, 9, 18; TG 281–287 Sorting TG 141–146, 148 Sunshine and Shadows SE 2, 4, 8, 11; TG 107–111 Weather TG 167–173 Weather and Sky SE 2, 6, 9, 12; TG 141–147 Where is it? Is it moving? SE 2, 9, 12; TG 251–259</p>

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>All DSR and DSFR K-1 titles TG: Discussion questions throughout Guide the Reading and Review sections call for students to demonstrate understanding of text passages. Students have opportunities to identify main ideas and retell key details in doing so. About Me TG 221–226, 228 Animals TG 87–93, 95 Earth TG 197–202, 203 Finding the Moon TG 116–120 From Seed to Plant TG 122–126 How do we learn? DSM TG 113–117; SLP TG 63–67, 69 Investigating Water TG 111–116 Matter TG 309–317 Observing an Aquarium TG 137–142 Plants TG 115–123 Properties TG 112–117 Sky TG 281–287 Sorting TG 141, 144–146, 148 Sunshine and Shadows TG 107–111 Weather TG 167–173 Weather and Sky TG 141–148 Where is it? Is it moving? TG 251–258</p>
<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>About Me TG 223–227 Animals TG 87–94, 98 Earth TG 198–203 Finding the Moon SE inside back cover; TG 116, 118, 120 From Seed to Plant SE inside back cover; TG 122–125 How do we learn? SE inside back cover: DSM TG 115–117; SLP TG 65, 67–68 Investigating Water SE inside back cover; TG 112–115 Matter TG 309–316 Observing an Aquarium SE inside back cover; TG 138–141 Plants TG 115–116, 118–122, 126 Properties SE inside back cover; TG 112–116 Sky TG 281–287, 292 Sorting TG 141–147, 152 Sunshine and Shadows SE inside back cover; TG 107, 109, 111 Weather TG 165 (Supporting the ELL), 167–172, 178 Weather and Sky SE inside back cover; TG 142–147 Where is it? Is it moving? TG 253, 255–258</p>

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<i>Craft and Structure</i>	
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>All DSR and DSFR K-1 titles SE: Vocabulary development is supported in SEs through boldface words defined in text at point of use and in the glossary. TG: Vocabulary development resources are included in Build Background, Preview the Book, and/or Preview the Vocabulary features, as well as embedded in the page-by-page teacher support.</p> <p>About Me TG 220–226 Animals TG 86–89, 91–92 Earth TG 196, 201–202 Finding the Moon TG 114–116, 118–119 From Seed to Plant TG 120–123 How do we learn? DSM TG 112–115; SLP TG 62–67 Investigating Water TG 110–114 Matter TG 308–310, 312 Observing an Aquarium TG 136–141 Plants TG 114–117, 119 Properties TG 110–116 Sky TG 280, 284 Sorting TG 140–141, 145–146 Sunshine and Shadows TG 106–108, 111 Weather TG 166–167, 169, 172 Weather and Sky TG 140–144, 146–147 Where is it? Is it moving? TG 250, 252–253, 255–257</p>

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<p>RI.1.5 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.</p>	<p>All DSR and DSFR K-1 titles TG: A Preview the Book feature in the Before Reading section (see page numbers below) introduces students to text features and how to use them. The Tips for Reading (see page numbers below) section provides additional support for using text features. Opportunity to use text features throughout reading and in Summarize and Review. About Me TG 219–226, 228 Animals TG 85–87, 91–92, 94 Earth TG 195–203 Finding the Moon TG 114–116, 120 From Seed to Plant TG 120–122, 125 How do we learn? DSM TG 112–115, 117; SLP TG 61–69 Investigating Water TG 110–111, 116 Matter TG 307–316 Observing an Aquarium TG 136–138, 141 Plants TG 113–119, 122 Properties TG 110–112, 117 Sky TG 279–281, 283–284, 287 Sorting TG 139–146, 148 Sunshine and Shadows TG 106–107, 110, 111 Weather TG 165–167, 169, 171–172, 174 Weather and Sky TG 140–142, 147 Where is it? Is it moving? TG 249–251, 253, 255–257, 259</p>
<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>All DSR and DSFR K-1 titles TG: Guide the Reading page-by-page support differentiates discussions of photographs and illustrations from reading and discussion of words in the text. About Me TG 219, 221–226 Animals TG 85, 87–93 Earth TG 195, 197–202, 206 Finding the Moon TG 116–120 From Seed to Plant TG 122–125 How do we learn? DSM TG 113–117; SLP TG 61, 63–67 Investigating Water TG 111–113 Matter TG 309–315 Observing an Aquarium TG 138–141 Plants TG 113, 115–120 Properties TG 112–115 Sky TG 279, 281–286 Sorting TG 141–146 Sunshine and Shadows TG 107–111 Weather TG 165, 167–172 Weather and Sky TG 141–147 Where is it? Is it moving? TG 249, 253–257</p>

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<i>Integration of Knowledge and Ideas</i>	
<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>About Me TG 221–226 Animals TG 87–93 Earth TG 197–202 Finding the Moon TG 116–120 From Seed to Plant TG 122–125 How do we learn? DSM TG 113–117; SLP TG 63–67 Investigating Water TG 111–115 Matter TG 309–315 Observing an Aquarium TG 137–141 Plants TG 115–121 Properties TG 112–116 Sky TG 281–286 Sorting TG 141–146 Sunshine and Shadows TG 107–111 Weather TG 167–172 Weather and Sky TG 141–147 Where is it? Is it moving? TG 251–258</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>All DSR and DSFR K-1 titles</p>

Reading Standards: Foundational Skills

Print Concepts

<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>All DSR titles TG: Preview the Book (Before Reading), provides an opportunity to discuss the organization and basic features of the book e.g., title, table of contents, headings, boldfaced words, glossary).</p> <p>DSFR titles About Me TG 220, 223 Animals TG 86–87 Earth TG 196 How do we learn? SLP TG 61–62 Matter TG 307–308 Plants TG 114–115 Sky TG 280, 282 Sorting TG 141 Weather TG 166, 169, 172 Where is it? Is it moving? TG 250–251</p>
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<p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>About Me TG 220 Animals TG 86, 87 How do we learn? SLP TG 61–62 Matter TG 308 Plants TG 114 Sky TG 280 Sorting TG 141 Weather TG 166 Where is it? Is it moving? TG 250</p>
<p><i>Phonological Awareness</i></p>	
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>All DSR titles (opportunity)</p> <p>DSFR titles About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259</p>
<p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>About Me TG 227 (opportunity) Animals TG 94 (opportunity) Earth TG 203 (opportunity) How do we learn? SLP TG 68 (opportunity) Matter TG 316 Sky TG 279, 287 (opportunity) Weather TG 173 (opportunity) Where is it? Is it moving? TG 251 (opportunity)</p>
<p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>About Me TG 227 (opportunity) Animals TG 94 (opportunity) Earth TG 203 Sky TG 279, 287 Sorting TG 147 Weather TG 173</p>

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<p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>About Me TG 227 Earth TG 203 How do we learn? SLP TG 68 (opportunity) Matter TG 316 Observing an Aquarium TG 138 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 251 (opportunity)</p>
<p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Observing an Aquarium TG 138</p>
<p><i>Phonics and Word Recognition</i></p>	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Phonograms appear on the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). and on the following pages: About Me TG 218 Animals TG 84 Earth TG 194 How do we learn? SLP TG 60 Matter TG 306 Plants TG 112 Sky TG 278 Sorting TG 138 Weather TG 164 Where is it? Is it moving? TG 248</p>
<p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>Animals TG 94 (opportunity) Earth TG 203 Sorting TG 147</p>
<p>RF.1.3.b Decode regularly spelled one-syllable words.</p>	<p>About Me TG 227 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 251</p>
<p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Matter TG 316</p>

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RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	Properties TG 116
RF.1.3.f Read words with inflectional endings.	Properties TG 114
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	See below.
RF.1.4.a Read on-level text with purpose and understanding.	<p>ALL DSR and DSFR K-1 titles TG: Students set purposes before reading in Build Background and Set a Purpose features (see page numbers below). Students revisit purpose questions and demonstrate understanding of text in Summarize and Review features (see page numbers below). About Me TG 219–220, 228 Animals TG 85–86, 94–95 Earth TG 195–196, 203 Finding the Moon TG 114–115, 120 From Seed to Plant TG 120–126 How do we learn? DSM TG 112, 113, 117; SLP TG 61–62, 68–69 Investigating Water TG 111, 115–116 Matter TG 307–308, 316–317 Observing an Aquarium TG 136–137, 141–142 Plants TG 113–114, 122 Properties TG 110–111, 116–117 Sky TG 279–280, 288 Sorting TG 139–140, 148 Sunshine and Shadows TG 106–107, 111 Weather TG 165–166, 174 Weather and Sky TG 140–141, 147–148 Where is it? Is it moving? TG 249–250, 259</p>
RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259</p>

Common Core State Standards for English Language Arts

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>About Me TG 220 Animals TG 87 Earth TG 196 Finding the Moon TG 115 From Seed to Plant TG 122 How do we learn? SLP TG 62, 68 How do we learn? TG 113 Investigating Water TG 111 Matter TG 308 Observing an Aquarium TG 137, 141 Plants TG 114 Properties TG 112 Sky TG 280 Sorting TG 140 Sunshine and Shadows TG 107 Weather TG 166 Weather and Sky TG 141 Where is it? Is it moving? TG 251</p>

Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.1.1 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>Writing Links/Critical Thinking in the following provide opportunities to write opinion pieces: Animals TG 95 Investigating Water TG 116 Weather TG 174 Weather and Sky TG 148</p>
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to write informative/explanatory texts: About Me TG 228 Earth TG 204 Finding the Moon TG 121 From Seed to Plant TG 126 How do we learn? TG 118 How do we learn? TG 69 Observing an Aquarium TG 142 Properties TG 117</p>
<p>W.1.3 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>Writing Links/Critical Thinking in the following provide opportunities to write narratives: How do we learn? DSM TG 117–118; SLP TG 69 Investigating Water TG 116 Sunshine and Shadows TG 112 Where is it? Is it moving? TG 260</p>

Common Core State Standards for English Language Arts

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
Research to Build and Present Knowledge	
<p>W.1.7 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).</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to participate in shared research and writing projects: Finding the Moon TG 121 Investigating Water TG 116 Observing an Aquarium TG 142 Plants TG 123 (opportunity) Properties TG 117 Weather TG 174 (opportunity)</p>

Speaking and Listening Standards	
	<p>These are identified in the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). See also “Promoting Oral Language Development” for each title. Page numbers are as follows: About Me TG 218–219 Animals TG 84–85 Earth TG 194–195 How do we learn? SLP TG 60–61 Matter TG 306–307 Plants TG 112–113 Sky TG 278–279 Sorting TG 138–139 Weather TG 164–165 Where is it? Is it moving? TG 248–249</p>

Language Standards	
Conventions of Standard English	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>See below.</i></p>
<p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Properties TG 114 (opportunity)</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>See below.</i></p>

Common Core State Standards for English Language Arts

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>L.1.2.a Capitalize dates and names of people.</p>	<p>Animals TG 86, 87 (opportunity [capitalization]) Earth TG 196, 199, 200 (opportunity [capitalization]) Matter TG 307 (opportunity [capitalize book title]) Plants TG 114 (opportunity [capitalization]) Sky TG 282 Sorting TG 141 (opportunity [capitalization]) Weather TG 169, 172 Weather and Sky TG 142, 144</p>
<p>L.1.2.b Use end punctuation for sentences.</p>	<p>About Me TG 220 Animals TG 87 How do we learn? SLP TG 61 Plants TG 114 Sky TG 280 Sorting TG 141 Weather TG 166</p>
<p>L.1.2.c Use commas in dates and to separate single words in a series.</p>	<p>Weather TG 169</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>About Me TG 221–222, 224–226 Animals TG 87–89, 91–92 Earth TG 201–202 Finding the Moon TG 116, 118–119 From Seed to Plant TG 122–123 How do we learn? DSM TG 114–116 ; SLP TG 61 (Supporting the ELL), 64–67 Investigating Water TG 111–114 Matter TG 309–310, 312 Observing an Aquarium TG 138–141 Plants TG 113 (Supporting the ELL), 115–117, 119 Properties TG 112–116 Sky TG 279 (Supporting the ELL), 284 Sorting TG 141, 145–146 Sunshine and Shadows TG 108 Weather TG 167, 169, 172 Weather and Sky TG 141–144, 146–147 Where is it? Is it moving? TG 249 (Supporting the ELL), 253, 255–257</p>

Common Core State Standards for English Language Arts

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>About Me TG 220 Animals TG 87 Earth TG 196 Finding the Moon TG 115 From Seed to Plant TG 122 How do we learn? DSM TG 113; SLP TG 62, 68 Investigating Water TG 111 Matter 308 Observing an Aquarium TG 137, 141 Plants TG 114 Properties TG 112 Sky TG 280 Sorting TG 140 Sunshine and Shadows TG 107 Weather TG 166 Weather and Sky TG 141 Where is it? Is it moving? TG 251</p>
<p>L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Finding the Moon TG 116, 119 (opportunity) Investigating Water TG 114 (opportunity) Properties TG 114 Sunshine and Shadows TG 108 (opportunity)</p>
<p>L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Animals TG 86, 88–89 Finding the Moon TG 116, 119 (opportunity) Investigating Water TG 114 (opportunity) Plants TG 119 Properties TG 114 Sunshine and Shadows TG 108 (opportunity) Where is it? Is it moving? TG 257</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>About Me TG 219 (Supporting the ELL) Finding the Moon TG 116, 119 (opportunity) How do we learn? DSM TG 115 Sorting TG 139 (Supporting the ELL) Weather TG 172 Weather and Sky TG 142</p>
<p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>About Me TG 232 From Seed to Plant TG 121 How do we learn? DSM TG 115; SLP TG 65 Investigating Water TG 114, 115, 116 Matter TG 307 (Supporting the ELL), 310, 315, 320 Plants TG 115–117 Properties TG 112–114, 116–117 Sorting TG 139, 141–146, 148, 152 Sunshine and Shadows TG 106, 109 Weather TG 174 Where is it? Is it moving? TG 251–253, 256</p>

Common Core State Standards for English Language Arts

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
<p>L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>Animals TG 91 Matter TG 317 Sorting TG 139, 141–146, 148</p>
<p>L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>How do we learn? DSM TG 115 Weather and Sky TG 142</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., because).</p>	<p>All DSR and DSFR K-1 titles TG: Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support. Students have opportunities to use words and phrases acquired through reading, being read to, and responding to text. In addition, see the following: From Seed to Plant TG 124</p>

Grade 2
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 2 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to ask and answer questions to demonstrate understanding of a text. Butterflies and Moths TG 121–127 Classroom Plants TG 124–130 Force and Motion TG 130–133 Plant and Animal Populations TG 130–133; SKB 1 Sink or Float? TG 116–120; SKB 1 Soil Science TG 125–130; SKB 3 States of Matter TG 113–119 Using Your Senses TG 115–119 Weather Watching TG 130–134
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Classroom Plants TG 125–126, 128; SKB 1 Force and Motion TG 130–131 Plant and Animal Populations TG 132 Sink or Float? TG 118 Soil Science TG 126 Using Your Senses SKB 1 Weather Watching SKB 1
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Butterflies and Moths TG 122, 124, 126–127; SKB 1 Classroom Plants TG 125–127, 130 Force and Motion TG 130–134 Plant and Animal Populations TG 132–134 Sink or Float? TG 119–120 Soil Science TG 126–128, 130 States of Matter TG 114, 116–118 Using Your Senses TG 117–118 Weather Watching TG 130–134

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<i>Craft and Structure</i>	
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 123 Force and Motion TG 129 Plant and Animal Populations TG 129 Sink or Float? TG 115 Soil Science TG 125 States of Matter TG 113 Using Your Senses TG 115 Weather Watching TG 129</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p>RI.2.5 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>	<p>All DSR titles TG: Preview the Book feature in Before Reading Section</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Force and Motion TG 129–130 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 States of Matter TG 112–113 Using Your Senses TG 114–115 Weather Watching TG 128–129</p>
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>All DSR titles TG: The After Reading section includes a feature that asks students to summarize the text.</p> <p>Butterflies and Moths TG 127 Classroom Plants TG 130; SKB 1 Force and Motion TG 134 Plant and Animal Populations TG 133–134 Sink or Float? TG 120 Soil Science TG 130 States of Matter TG 119 Using Your Senses TG 119; SKB 1 Weather Watching TG 134; SKB 1</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<i>Integration of Knowledge and Ideas</i>	
<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Butterflies and Moths TG 121–127 Classroom Plants TG 124–129 Force and Motion TG 130–133 Plant and Animal Populations TG 130–133 Sink or Float? TG 116–119 Soil Science TG 126–129 States of Matter TG 113–116, 119– 120 Using Your Senses TG 116–119; SKB 1 Weather Watching TG 130–133</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.2.10 By the end of the 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.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Butterflies and Moths TG 122, 124–127 Classroom Plants TG 124, 126–127, 129–130; SKB 4 Force and Motion TG 132 Plant and Animal Populations TG 130–133 Soil Science TG 126–127 States of Matter TG 115–118 Using Your Senses TG 116–119 Weather Watching TG 130–133</p>
<p>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Classroom Plants SKB 4 (opportunity)</p>
<p>RF.2.3.d Decode words with common prefixes and suffixes.</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126 (opportunity)</p>

Fluency

<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.</p>
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Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>RF.2.4.a Read on-level text with purpose and understanding.</p>	<p>ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Force and Motion TG 128–129 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 States of Matter TG 112–113 Using Your Senses TG 114–115 Weather Watching TG 128–129</p>
<p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All DSR titles TG: The Preview the Vocabulary and Tips for Reading features include context clue guidelines.</p> <p>In addition, see the following: Butterflies and Moths TG 127 Classroom Plants TG 127 Plant and Animal Populations TG 130 Soil Science TG 128 States of Matter TG 117</p>

Writing Standards

Text Types and Purposes

<p>W.2.1 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Force and Motion TG 134 Sink or Float? TG 121 States of Matter TG 120; SKB 3 Weather Watching SKB 3</p>
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Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>W.2.2 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>Butterflies and Moths TG 128 Classroom Plants TG 130; SKB 3 Force and Motion SKB 3 Plant and Animal Populations TG 134; SKB 3 Sink or Float? TG 121 Soil Science TG 130, 131 States of Matter TG 120 Using Your Senses TG 120 Weather Watching TG 134</p>
<p>W.2.3 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>Sink or Float? SKB 3 Using Your Senses SKB 3</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising and editing).</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>W.2.7 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).</p>	<p>Force and Motion TG 134 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Weather Watching TG 134</p>
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Force and Motion TG 134 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Weather Watching TG 134</p>

Language Standards

Conventions of Standard English

<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All DSR titles SKB 2</p>
<p>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Force and Motion SKB 2 Plant and Animal Populations SKB 2</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
L.2.1.c Use reflexive pronouns (e.g., myself, ourselves)	Classroom Plants SKB 2 (opportunity)
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Sink or Float? SKB 2 (opportunity) Soil Science SKB 2
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Using Your Senses SKB 2
L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	States of Matter SKB 2 (opportunity)
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See below.</i>
L.2.2.a Capitalize holidays, product names, and geographic names.	Butterflies and Moths SKB 2
L.2.2.b Use commas in greetings and closings of letters.	Weather Watching SKB 3
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing.
<i>Vocabulary Acquisition and Use</i>	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Butterflies and Moths TG 124–125, 127; SKB 4 Classroom Plants TG 124, 126–127, 129 Force and Motion TG 130, 134 Plant and Animal Populations TG 130–133 Soil Science TG 126–127; SKB 4 States of Matter TG 117 Using Your Senses TG 116–118 Weather Watching TG 130–131; SKB 4
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	All DSR titles TG: See the Preview the Vocabulary and Tips for Reading features in the Before Reading section. Butterflies and Moths TG 125, 127 Classroom Plants TG 127 Plant and Animal Populations TG 130, 132 Soil Science TG 128; SKB 4 States of Matter TG 117 Using Your Senses SKB 4

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126–127 Weather Watching TG 130 (opportunity)</p>
<p>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p>	<p>Butterflies and Moths TG 124, 127 Classroom Plants TG 129 Plant and Animal Populations SKB 4 Plant and Animal Populations TG 131–133; SKB 4 Soil Science TG 126–127 States of Matter TG 117 Using Your Senses TG 118 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Butterflies and Moths SKB 4</p>
<p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>All DSR titles SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following: Butterflies and Moths TG 124–125, 127 Classroom Plants TG 124, 129–130 Force and Motion TG 133 Plant and Animal Populations TG 130 Sink or Float? TG 114, 118 States of Matter TG 114–115, 118 Using Your Senses TG 116</p>
<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Force and Motion SKB 4 (opportunity [antonyms]) Sink or Float? SKB 4 (opportunity [synonyms]) Using Your Senses TG 118; SKB 4 (opportunity [homonyms]) Weather Watching TG 130–131 (opportunity)</p>
<p>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>States of Matter SKB 4</p>
<p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Sink or Float? SKB 4 (opportunity)</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
L.2.6 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., When other kids are happy that makes me happy).	All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 always focuses on vocabulary.

Grade 3
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 3 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to ask and answer questions to demonstrate understanding of a text. Butterflies and Moths TG 121–127 Classroom Plants TG 124–130 Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 121–127 Electrical Circuits TG 106–110 Food Chains and Webs TG 113–118 Force and Motion TG 130–133 Magnets TG 93–98 Plant and Animal Life Cycles TG 126–131 Plant and Animal Populations TG 130–133; SKB 1 Sink or Float? TG 116–120; SKB 1 Soil Science TG 125–130; SKB 3 Solar System TG 121–128; SKB 1 Sound TG 117–122; SKB 1 States of Matter TG 113–119 Using Your Senses TG 115–119 Water Cycle TG 126–130 Weather Instruments TG 114–118 Weather Watching TG 130–134</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>All DSR titles TG: Guide the Reading embedded discussion questions ask students to determine main ideas and details in text passages. The After Reading section includes a Summarize feature in which students recount main ideas in the book.</p> <p>Butterflies and Moths TG 127 Classroom Plants TG 125–126, 128, 130; SKB 1 Dinosaurs and Fossils TG 108–109, 112 Earth Movements TG 122–123, 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 114, 118; SKB 1 Force and Motion TG 130–131, 134 Magnets TG 94, 96, 98 Plant and Animal Life Cycles TG 126–127, 129, 130–131 Plant and Animal Populations TG 132–134 Sink or Float? TG 118, 120 Soil Science TG 126, 130 Solar System TG 123, 128 Sound TG 118, 122 States of Matter TG 119 Using Your Senses TG 119; SKB 1 Water Cycle TG 126–127, 130 Weather Instruments TG 118; SKB 1 Weather Watching TG 134; SKB 1</p>
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Butterflies and Moths TG 122, 124, 126–127; SKB 1 Classroom Plants TG 125–127, 130 Dinosaurs and Fossils TG 108–109, 111–112 Earth Movements TG 123–127; SKB 1 Electrical Circuits TG 106–108 Food Chains and Webs TG 115–118 Force and Motion TG 130, 133–134 Magnets TG 94–98 Plant and Animal Life Cycles TG 126, 128–129; SKB 1 Plant and Animal Populations TG 132–134 Sink or Float? TG 119, 120 Soil Science TG 126–128, 130 Solar System TG 122–125, 127 Sound TG 117–122 States of Matter TG 114, 116–118 Using Your Senses TG 117–118 Water Cycle TG 126–129; SKB 1 Weather Instruments TG 114–117 Weather Watching TG 130–134</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
<i>Craft and Structure</i>	
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 123 Dinosaurs and Fossils TG 107 Earth Movements TG 121 Electrical Circuits TG 105 Food Chains and Webs TG 113 Force and Motion TG 129 Magnets TG 92–93 Plant and Animal Life Cycles TG 125 Plant and Animal Populations TG 128–129 Sink or Float? TG 115 Soil Science TG 125 Solar System TG 121 Sound TG 117 States of Matter TG 113 Using Your Senses TG 115 Water Cycle TG 125 Weather Instruments TG 113 Weather Watching TG 129</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>All DSR titles TG: Preview the Book feature in Before Reading Section</p> <p>In addition, see the following: Dinosaurs and Fossils SKB 1 Plant and Animal Life Cycles SKB 1</p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Soil Science SKB 1 (opportunity)</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
<i>Integration of Knowledge and Ideas</i>	
<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Butterflies and Moths TG 121–127 Classroom Plants TG 124–129 Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 122–125, 127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 113–115, 117–118 Force and Motion TG 130–133 Magnets TG 93–98; SKB 1 Plant and Animal Life Cycles TG 126–131; SKB 1 Plant and Animal Populations TG 130–133 Sink or Float? TG 116–119 Soil Science TG 126–129 Solar System TG 121–127 Sound TG 118–121; SKB 1 States of Matter TG 113–116, 119–120 Using Your Senses TG 116–119; SKB 1 Water Cycle TG 126–130 Weather Instruments TG 114–118 Weather Watching TG 130–133</p>
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Butterflies and Moths TG 121–127; SKB 1 Classroom Plants TG 124–130 Dinosaurs and Fossils TG 107–110; SKB 1 Earth Movements TG 122–127; SKB 1 Electrical Circuits TG 106–110 Food Chains and Webs TG 114–118 Force and Motion TG 130–134; SKB 1 Magnets TG 94–97 Plant and Animal Life Cycles TG 126–131 Plant and Animal Populations TG 130–134 Sink or Float? TG 116–119 Soil Science TG 126–128, 130 Solar System TG 123–127 Sound TG 117–118, 120 States of Matter TG 114–118; SKB 1 Using Your Senses TG 117–120 Water Cycle TG 126–130; SKB 1 Weather Instruments TG 114–117 Weather Watching TG 130–134</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

Grade 3 Standard	Page References for Delta Science Readers
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Butterflies and Moths TG 122, 124–127 Classroom Plants TG 124, 126–127, 129–130; SKB 4 Dinosaurs and Fossils TG 108–112 Earth Movements TG 122–127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 114–117 Force and Motion TG 132 Magnets TG 95–96 Plant and Animal Life Cycles TG 126, 128 Plant and Animal Populations TG 130–133 Soil Science TG 126–127 Solar System TG 122–124, 126–127 Sound TG 119–121 States of Matter TG 115–118 Using Your Senses TG 116–119 Water Cycle TG 126–130 Weather Instruments TG 114–117 Weather Watching TG 130–133</p>
<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126 (opportunity)</p>
<p>RF.3.3.b Decode words with common Latin suffixes.</p>	<p>Soil Science TG 127 (opportunity)</p>
<p>RF.3.3.c Decode multisyllable words.</p>	<p>Classroom Plants TG 127, 129 States of Matter TG 115–118 Using Your Senses TG 116–118 Weather Watching TG 130–133</p>
<i>Fluency</i>	
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.</p>

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Grade 3 Standard	Page References for Delta Science Readers
<p>RF.3.4.a Read on-level text with purpose and understanding.</p>	<p>ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Dinosaurs and Fossils TG 106–107 Earth Movements TG 120–121 Electrical Circuits TG 104–105 Food Chains and Webs TG 112–113 Force and Motion TG 128–129 Magnets TG 92–93 Plant and Animal Life Cycles TG 124–125 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 Solar System TG 120–121 Sound TG 116–117 States of Matter TG 112–113 Using Your Senses TG 114–115 Water Cycle TG 124–125 Weather Instruments TG 112–113 Weather Watching TG 128–129</p>
<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.</p> <p>In addition, see the following: Butterflies and Moths TG 127 Classroom Plants TG 127 Plant and Animal Populations TG 130 Soil Science TG 128 States of Matter TG 117</p>

Grade 3 Standard	Page References for Delta Science Readers
Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: Dinosaurs and Fossils TG 113 Earth Movements TG 128 Electrical Circuits TG 111 Force and Motion TG 134 Magnets TG 99 Sink or Float? TG 121 Sound TG 123 States of Matter TG 120 Water Cycle TG 131</p>
<p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 States of Matter SKB 3 Water Cycle SKB 3 Weather Watching SKB 3</p>
<p>W.3.1.b Provide reasons that support the opinion.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 States of Matter SKB 3 Water Cycle SKB 3 Weather Watching SKB 3</p>
<p>W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>Food Chains and Webs SKB 3 (opportunity) Magnets SKB 3 Water Cycle SKB 3 Weather Watching SKB 3 (opportunity)</p>
<p>W.3.1.d Provide a concluding statement or section.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 (opportunity) States of Matter SKB 3 (opportunity) Water Cycle SKB 3 (opportunity) Weather Watching SKB 3</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts:</p> <p>Butterflies and Moths TG 128 Classroom Plants TG 130 Earth Movements TG 128 Electrical Circuits TG 111 Food Chains and Webs TG 119 Magnets TG 99 Plant and Animal Life Cycles TG 132 Plant and Animal Populations TG 134 Sink or Float? TG 121 Soil Science TG 130–131 Solar System TG 129 Sound TG 123 States of Matter TG 120 Using Your Senses TG 120 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
<p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Classroom Plants SKB 3 Earth Movements SKB 3 Force and Motion SKB 3 Plant and Animal Populations SKB 3 Solar System SKB 3 Weather Instruments SKB 3</p>
<p>W.3.2.b Develop the topic with facts, definitions, and details.</p>	<p>Earth Movements SKB 3 Force and Motion SKB 3 Plant and Animal Populations SKB 3 Solar System SKB 3 Weather Instruments SKB 3</p>
<p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Classroom Plants SKB 3 Earth Movements SKB 3 (opportunity) Force and Motion SKB 3 (opportunity) Plant and Animal Populations SKB 3 Solar System SKB 3 (opportunity) Weather Instruments SKB 3 (opportunity)</p>
<p>W.3.2.d Provide a concluding statement or section.</p>	<p>Classroom Plants SKB 3 (opportunity) Earth Movements SKB 3 Plant and Animal Populations SKB 3 (opportunity) Solar System SKB 3 Weather Instruments SKB 3</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Links/Critical Thinking features in the following DSR TGs provide opportunities to write narratives: Dinosaurs and Fossils TG 113 Food Chains and Webs TG 119
W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 Sink or Float? SKB 3 Sound SKB 3 Using Your Senses SKB 3
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 (opportunity) Magnets SKB 3 (opportunity) Sink or Float? SKB 3 Sound SKB 3 Using Your Senses SKB 3
W.3.3.c Use temporal words and phrases to signal event order.	Dinosaurs and Fossils SKB 3 (opportunity) Electrical Circuits SKB 3 Sink or Float? SKB 3 Sound SKB 3 (opportunity) Using Your Senses SKB 3 (opportunity)
W.3.3.d Provide a sense of closure.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 (opportunity) Sink or Float? SKB 3 (opportunity) Sound SKB 3 Using Your Senses SKB 3 (opportunity)
<i>Production and Distribution of Writing</i>	
W.3.4 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.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3
W.3.5 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.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising, editing, and rewriting)

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Grade 3 Standard	Page References for Delta Science Readers
Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Force and Motion TG 134 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Force and Motion TG 134 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
Range of Writing	
<p>W.3.10 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>All DSR titles SE and TG: The Writing standards met above comprise shorter time frames. Students write routinely over extended time frames in their science notebooks, recording observations and ideas, conducting research, organizing information, and answering questions. SKB 3 always focuses on writing, usually for shorter timeframes.</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
Language Standards	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All DSR titles SKB 2
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Butterflies and Moths SKB 2 Classroom Plants SKB 2 Dinosaurs and Fossils SKB 2 (opportunity) Earth Movements SKB 2 Food Chains and Webs SKB 2 (opportunity) Force and Motion SKB 2 Sink or Float? SKB 2 Solar System SKB 2 Sound SKB 2 (opportunity) States of Matter SKB 2 Using Your Senses SKB 2 Water Cycle SKB 2 Weather Instruments SKB 2
L.3.1.b Form and use regular and irregular plural nouns.	Food Chains and Webs SKB 2 Force and Motion SKB 2 Plant and Animal Populations SKB 2
L.3.1.c Use abstract nouns (e.g., childhood).	Butterflies and Moths SKB 2 (opportunity) Solar System SKB 2 (opportunity)
L.3.1.d Form and use regular and irregular verbs.	Dinosaurs and Fossils SKB 2 (opportunity) Soil Science SKB 2
L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Dinosaurs and Fossils SKB 2 (opportunity) Sink or Float? SKB 2 Soil Science SKB 2
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.	Sound SKB 2 States of Matter SKB 2 (opportunity)
L.3.1.i Produce simple, compound, and complex sentences.	States of Matter SKB 2 All DSR titles SKB 3 (opportunity)
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Butterflies and Moths SKB 2 Electrical Circuits SKB 2 Solar System SKB 2 Weather Watching SKB 2
L.3.2.c Use commas and quotation marks in dialogue.	Magnets SKB 2
L.3.2.d Form and use possessives.	Plant and Animal Life Cycles SKB 2

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Grade 3 Standard	Page References for Delta Science Readers
<p>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>Dinosaurs and Fossils SKB 2 Food Chains and Webs SKB 2 Plant and Animal Populations SKB 2 Sink or Float? SKB 2 Sound SKB 2</p>
<p><i>Knowledge of Language</i></p>	
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing. Also see below.</p>
<p>L.3.3.a Choose words and phrases for effect.</p>	<p>Butterflies and Moths SKB 3 States of Matter SKB 3 Using Your Senses SKB 3 Weather Watching SKB 3</p>
<p><i>Vocabulary for Acquisition and Use</i></p>	
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p>Butterflies and Moths TG 124, 125, 127; SKB 4 Classroom Plants TG 124, 126–127, 129 Earth Movements TG 125 Force and Motion TG 130, 134 Magnets SKB 4 Plant and Animal Populations TG 130–133 Soil Science TG 126–127; SKB 4 Solar System TG 122, 124 States of Matter TG 117 Using Your Senses TG 116–118 Water Cycle SKB 4 Water Cycle TG 128 Weather Watching TG 130–131; SKB 4 (opportunity) Electrical Circuits TG 107; SKB 4</p>
<p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading features in the Before Reading section</p> <p>In addition, see the following: Butterflies and Moths TG 125, 127 Classroom Plants TG 127 Earth Movements SKB 4 Plant and Animal Life Cycles SKB 4 (opportunity) Plant and Animal Populations TG 130, 132 Soil Science TG 128 States of Matter TG 117</p>

Common Core State Standards for English Language Arts

Grade 3 Standard	Page References for Delta Science Readers
<p>L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>Dinosaurs and Fossils SE 13; SKB 4 Earth Movements TG 126 Electrical Circuits TG 110; SKB 4 Food Chains and Webs SKB 4 Magnets SKB 4 Plant and Animal Life Cycles TG 128 Plant and Animal Populations SKB 4 Soil Science TG 126, 127 Solar System SKB 4 Water Cycle TG 136 (opportunity), 128, 129, 130 Weather Instruments TG 116 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Butterflies and Moths TG 124, 127 Classroom Plants TG 129 Dinosaurs and Fossils SKB 4 Food Chains and Webs SKB 4 Magnets SKB 4 Plant and Animal Populations SKB 4 Plant and Animal Populations TG 131–133 Soil Science TG 126–127 Solar System SKB 4 States of Matter TG 117 Using Your Senses TG 118 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>All DSR titles SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following: Butterflies and Moths TG 124–125, 127 Classroom Plants TG 124, 129–130 Electrical Circuits TG 105; SKB 4 Force and Motion TG 133 Plant and Animal Populations TG 130 Sink or Float? TG 114, 118 Solar System SKB 4 States of Matter TG 114–115, 118 Using Your Senses TG 116 Water Cycle SKB 4</p>

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Grade 3 Standard	Page References for Delta Science Readers
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Earth Movements TG 127 Electrical Circuits TG 106; SKB 4 Force and Motion SKB 4 (opportunity [antonyms]) Magnets SKB 4 Plant and Animal Life Cycles TG 126; SKB 4 (opportunity) Sink or Float? SKB 4 (opportunity [synonyms]) Solar System TG 129 Sound TG 118; SKB 4 (opportunity) Using Your Senses TG 118; SKB 4 (opportunity [homonyms]) Weather Instruments SKB 4 Weather Watching TG 130–131 (opportunity)</p>
<p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Butterflies and Moths TG 123, 128 (opportunity) Weather Instruments SKB 4</p>
<p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Sink or Float? TG 116 States of Matter SKB 4 (opportunity)</p>
<p>L.3.6 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., After dinner that night we went looking for them).</p>	<p>All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.</p>

Grade 4
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 4 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to explain what the text says explicitly and to draw inferences from the text. Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 121–127 Electrical Circuits TG 106–110 Food Chains and Webs TG 113–118 Magnets TG 93–98 Plant and Animal Life Cycles TG 126–131 Solar System TG 121–128; SKB 1 Sound TG 117–122; SKB 1 Water Cycle TG 126–130 Weather Instruments TG 114–118</p>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>All DSR titles TG: Guide the Reading embedded discussion questions ask students to determine main ideas and details in text and to summarize content. The After Reading section includes a Summarize feature in which students recall, synthesize, and summarize the main ideas. Dinosaurs and Fossils TG 108–109, 112 Earth Movements TG 122–123, 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 114, 118; SKB 1 Magnets TG 94, 96, 98 Plant and Animal Life Cycles TG 126–127, 129–131 Solar System TG 123, 128 Sound TG 118, 122 Water Cycle TG 126–127, 130 Weather Instruments TG 118; SKB 1</p>
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Dinosaurs and Fossils TG 108–109, 111–112 Earth Movements TG 123–127; SKB 1 Electrical Circuits TG 106–108 Food Chains and Webs TG 115–118 Magnets TG 94–98 Plant and Animal Life Cycles TG 126, 128–129; SKB 1 Solar System TG 122, 123, 124, 125, 127 Sound TG 117–122 Water Cycle TG 126–129; SKB 1 Weather Instruments TG 114–117</p>

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
<i>Craft and Structure</i>	
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Dinosaurs and Fossils TG 107 Earth Movements TG 121 Electrical Circuits TG 105 Food Chains and Webs TG 113 Magnets TG 92–93 Plant and Animal Life Cycles TG 125 Solar System TG 121 Sound TG 117 Water Cycle TG 125 Weather Instruments TG 113</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Dinosaurs and Fossils TG 107–110; SKB 1 Earth Movements TG 122–127; SKB 1 Electrical Circuits TG 106–110 Food Chains and Webs TG 114–118 Magnets TG 94–97 Plant and Animal Life Cycles TG 126–131 Solar System TG 123–127 Sound TG 117–118, 120 Water Cycle TG 126–130; SKB 1 Weather Instruments TG 114–117</p>

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
<i>Integration of Knowledge and Ideas</i>	
<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 122–125, 127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 113–115, 117–118 Magnets TG 93–98; SKB 1 Plant and Animal Life Cycles TG 126–131; SKB 1 Solar System TG 121–127 Sound TG 118–121; SKB 1 Water Cycle TG 126–130 Weather Instruments TG 114–118</p>
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Electrical Circuits SKB 1 (opportunity)</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.4.10 By the end of the 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.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>See below.</i></p>
<p>RF.4.3.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>Dinosaurs and Fossils TG 108–112 Earth Movements TG 122–127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 114–117 Magnets TG 95–96 Plant and Animal Life Cycles TG 126, 128 Solar System TG 122–124, 126–127 Sound TG 119–121 Water Cycle TG 126–130 Weather Instruments TG 114–117</p>

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.
RF.4.4.a Read on-level text with purpose and understanding.	ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. Dinosaurs and Fossils TG 106–107 Earth Movements TG 120–121 Electrical Circuits TG 104–105 Food Chains and Webs TG 112–113 Magnets TG 92–93 Plant and Animal Life Cycles TG 124–125 Solar System TG 120–121 Sound TG 116–117 Water Cycle TG 124–125 Weather Instruments TG 112–113
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All DSR titles TG: Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.

Writing Standards

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: Dinosaurs and Fossils TG 113 Earth Movements TG 128 Electrical Circuits TG 111 Magnets TG 99 Sound TG 123 Water Cycle TG 131
W.4.1.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.	Food Chains and Webs SKB 3 Magnets SKB 3 Water Cycle SKB 3

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Grade 4 Standard	Page References for Delta Science Readers
W.4.1.b Provide reasons that are supported by facts and details.	Food Chains and Webs SKB 3 Magnets SKB 3 Water Cycle SKB 3
W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Food Chains and Webs SKB 3 (opportunity) Magnets SKB 3 Water Cycle SKB 3
W.4.1.d Provide a concluding statement or section related to the opinion presented.	Food Chains and Webs SKB 3 Magnets SKB 3 (opportunity) Water Cycle SKB 3 (opportunity)
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts: Earth Movements TG 128 Electrical Circuits TG 111 Food Chains and Webs TG 119 Magnets TG 99 Plant and Animal Life Cycles TG 132 Solar System TG 129 Sound TG 123 Water Cycle TG 130 Weather Instruments TG 118
W.4.2.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.	Earth Movements SKB 3 Solar System SKB 3 Weather Instruments SKB 3
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Earth Movements SKB 3 Solar System SKB 3 Weather Instruments SKB 3
W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Earth Movements SKB 3 (opportunity) Solar System SKB 3 (opportunity) Weather Instruments SKB 3 (opportunity)
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Earth Movements SKB 3 Solar System SKB 3 (opportunity) Weather Instruments SKB 3
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	Earth Movements SKB 3 Solar System SKB 3 Weather Instruments SKB 3

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Grade 4 Standard	Page References for Delta Science Readers
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Links/Critical Thinking features in the following DSR TGs provide opportunities to write narratives: Dinosaurs and Fossils TG 113 Food Chains and Webs TG 119
W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 Sound SKB 3
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 Sound SKB 3
W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.	Dinosaurs and Fossils SKB 3 (opportunity) Electrical Circuits SKB 3 Sound SKB 3 (opportunity)
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Dinosaurs and Fossils SKB 3 (opportunity) Electrical Circuits SKB 3 (opportunity) Sound SKB 3
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 (opportunity) Sound SKB 3
<i>Production and Distribution of Writing</i>	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3
W.4.5 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 4.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising, editing, and rewriting)

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118
W.4.8 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.	Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>See below.</i>
W.4.9.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.”).	<i>See RI.4.1–RI.4.10.</i>
Range of Writing	
W.4.10 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.	All DSR titles SE and TG: The Writing standards met above comprise shorter time frames. Students write routinely over extended time frames in their science notebooks, recording observations and ideas, conducting research, organizing information, and answering questions. SKB 3 always focuses on writing, usually for shorter timeframes.

Language Standards

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All DSR titles SKB 2
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Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Earth Movements SKB 2 Water Cycle SKB 2
L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Dinosaurs and Fossils SKB 2
L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Dinosaurs and Fossils SKB 2
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Weather Instruments SKB 2 (opportunity)
L.4.1.e Form and use prepositional phrases.	Water Cycle SKB 2 (opportunity)
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Electrical Circuits SKB 2 Food Chains and Webs SKB 2 Magnets SKB 2 Plant and Animal Life Cycles SKB 2 Solar System SKB 2 Sound SKB 2
L.4.2.a Use correct capitalization.	Solar System SKB 2
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	Magnets SKB 2
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing.
L.4.3.b Choose punctuation for effect.	Electrical Circuits SKB 2
Vocabulary for Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Earth Movements TG 125 Electrical Circuits TG 107; SKB 4 Magnets SKB 4 Solar System TG 122, 124 Water Cycle SKB 4 Water Cycle TG 128

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
<p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading features in the Before Reading section</p> <p>In addition, see the following: Earth Movements SKB 4 Plant and Animal Life Cycles SKB 4 (opportunity)</p>
<p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Dinosaurs and Fossils SE 13; SKB 4 Earth Movements TG 126 Electrical Circuits TG 110; SKB 4 Food Chains and Webs SKB 4 Magnets SKB 4 Plant and Animal Life Cycles TG 128 Solar System SKB 4 Water Cycle TG 136 (opportunity), 128, 129, 130 Weather Instruments TG 116 (opportunity)</p>
<p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>All DSR titles SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following: Electrical Circuits TG 105; SKB 4 Solar System SKB 4 Water Cycle SKB 4</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Earth Movements TG 127 Electrical Circuits TG 106; SKB 4 Magnets SKB 4 Plant and Animal Life Cycles TG 126 Solar System TG 129 Sound TG 118 (opportunity) Weather Instruments SKB 4</p>
<p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>Magnets TG 95 (opportunity)</p>
<p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Weather Instruments SKB 4</p>
<p>L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Sound SKB 4 Water Cycle TG 130 (opportunity) Weather Instruments TG 117 (opportunity)</p>

Common Core State Standards for English Language Arts

Grade 4 Standard	Page References for Delta Science Readers
<p>L.4.6 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.</p>

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

Grade 5 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to explain what the text says explicitly and to draw inferences from the text. This is also an opportunity to quote accurately from the text. Color and Light TG 127–133; SKB 1 Electromagnetism TG 95–100; SKB 1 Erosion TG 116–121; SKB 1 Flight and Rocketry TG 141–147 Oceans TG 153–158 Pollution TG 99–105; SKB 1 Rocks and Minerals TG 109–116 Simple Machines TG 108–114 Weather Forecasting TG 106–113 You and Your Body TG 114–118</p>
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>All DSR titles TG: Guide the Reading embedded discussion questions ask students to determine main ideas and details in text and to summarize content. The After Reading section includes a Summarize feature in which students recall, synthesize, and summarize the main ideas. Color and Light TG 128, 131, 133 Electromagnetism TG 95–98, 100 Erosion TG 116–119, 121 Flight and Rocketry TG 142, 144–145, 147 Oceans TG 155, 158 Pollution TG 100, 102–105 Rocks and Minerals TG 110–111, 113; SKB 1 (opportunity) Simple Machines TG 108, 110, 114; SKB 1 Weather Forecasting TG 107, 114 You and Your Body TG 114–115, 117–118</p>
<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information from the text.</p>	<p>Color and Light TG 127–130; SKB 1 Electromagnetism TG 96–98, 100 Erosion TG 116–119 Flight and Rocketry TG 141–145; SKB 1 Oceans TG 154–156; SKB 1 Pollution TG 100–101, 103–105 Rocks and Minerals TG 110, 112, 114–115; SKB 3 Simple Machines TG 108–110, 113 Weather Forecasting TG 107, 109 You and Your Body TG 114–116</p>

Common Core State Standards for English Language Arts

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

Grade 5 Standard	Page References for Delta Science Readers
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>See below.</i>
RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Color and Light TG 128–132 Electromagnetism SKB 4 Erosion TG 116–120; SKB 4 Flight and Rocketry TG 143–144 Oceans TG 154–158 Pollution TG 100–105; SKB 4 Rocks and Minerals TG 110–116; SKB 4 Simple Machines TG 108–109 Weather Forecasting TG 106–108, 110, 112–113 You and Your Body TG 114–117; SKB 4
<i>Fluency</i>	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension. In addition, see the following: Simple Machines TG 109
RF.5.4.a Read on-level text with purpose and understanding.	ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. Color and Light TG 126–127 Electromagnetism TG 94–95 Erosion TG 114–115 Flight and Rocketry TG 140–141 Oceans TG 152–153 Pollution TG 98–99 Rocks and Minerals TG 108–109 Simple Machines TG 106–107 Weather Forecasting TG 104–105 You and Your Body TG 112–113
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All DSR titles TG: Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.

Common Core State Standards for English Language Arts

Grade 5 Standard	Page References for Delta Science Readers
Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 148 Pollution TG 106 Rocks and Minerals TG 117 Simple Machines TG 115 Weather Forecasting TG 115 You and Your Body SKB 1 (opportunity)</p>
<p>W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Erosion SKB 3</p>
<p>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</p>	<p>Erosion SKB 3</p>
<p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>Color and Light SKB 3 (opportunity) Erosion SKB 3 (opportunity)</p>
<p>W.5.1.d Provide a concluding statement or section related to the opinion presented.</p>	<p>Erosion SKB 3</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts: Color and Light TG 133 Electromagnetism TG 100 Erosion TG 121 Flight and Rocketry TG 148 Oceans TG 159 Pollution TG 106 Rocks and Minerals TG 117 Simple Machines TG 115 You and Your Body TG 119</p>
<p>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Flight and Rocketry SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 Weather Forecasting SKB 3</p>

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Grade 5 Standard	Page References for Delta Science Readers
W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Flight and Rocketry SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 Weather Forecasting SKB 3
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Color and Light SKB 3 Flight and Rocketry SKB 3 (opportunity) Pollution SKB 3 Rocks and Minerals SKB 3 Simple Machines SKB 3 (opportunity) Weather Forecasting SKB 3 (opportunity)
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Flight and Rocketry SKB 3 (opportunity) Oceans SKB 3 Pollution SKB 3 Rocks and Minerals SKB 3 (opportunity) Simple Machines SKB 3 Weather Forecasting SKB 3
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.	Flight and Rocketry SKB 3 (opportunity) Pollution SKB 3 (opportunity) Rocks and Minerals SKB 3 (opportunity) Simple Machines SKB 3 Weather Forecasting SKB 3
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<i>See below.</i>
W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	You and Your Body SKB 3
W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	You and Your Body SKB 3
W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Color and Light SKB 3 (opportunity) You and Your Body SKB 3
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Oceans SKB 3 You and Your Body SKB 3
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.	You and Your Body SKB 3

Common Core State Standards for English Language Arts

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

Common Core State Standards for English Language Arts

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

Language Standards

Conventions of Standard English

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

Common Core State Standards for English Language Arts

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

Common Core State Standards for English Language Arts

Grade 5 Standard	Page References for Delta Science Readers
L.5.5.a Interpret figurative language, including similes and metaphors, in context.	You and Your Body TG 114
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	Simple Machines TG 112 Weather Forecasting TG 113
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Color and Light SKB 4 Flight and Rocketry SKB 4 Oceans TG 155
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.