



**Correlation of
Smithsonian Science for the Classroom™ to the
New York State Next Generation
English Language Arts
Learning Standards, Grades K–5**

Smithsonian Science for the Classroom™ Learning Framework for the New York State Next Generation English Language Arts Learning Standards, Grades K–5

Smithsonian Science for the Classroom™
Grades K–5

	LIFE <i>Science</i>	EARTH <i>and</i> SPACE <i>Science</i>	PHYSICAL <i>Science</i>	ENGINEERING <i>Design</i>
	What Do Plants and Animals Need to Live?	How Can We Be Ready for the Weather?	How Can We Change an Object's Motion?	How Can We Stay Cool in the Sun?
	How Do Living Things Stay Safe and Grow?	How Can We Predict When the Sky Will Be Dark?	How Can We Light Our Way in the Dark?	How Can We Send a Message Using Sound?
	How Can We Find the Best Place for a Plant to Grow?	What Can Maps Tell Us About Land and Water on Earth?	How Can We Change Solids and Liquids?	How Can We Stop Soil from Washing Away?
	What Explains Similarities and Differences Between Organisms?	How Do Weather and Climate Affect Our Lives?	How Can We Predict Patterns of Motion?	How Can We Protect Animals When Their Habitat Changes?
	How Can Animals Use Their Senses to Communicate?	What Is Our Evidence That We Live on a Changing Earth?	How Does Motion Energy Change in a Collision?	How Can We Provide Energy to People's Homes?
	How Can We Predict Change in Ecosystems?	How Can We Use the Sky to Navigate?	How Can We Identify Materials Based on Their Properties?	How Can We Provide Freshwater to Those in Need?

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Kindergarten			
What Do Plants and Animals Need to Live? (Life Science)	How Can We Be Ready for the Weather? (Earth and Space Science)	How Can We Change an Object's Motion? (Physical Science)	How Can We Stay Cool in the Sun? (Engineering Design)
Reader: <i>Wander and Wonder</i>	Reader: <i>What's the Weather</i>	Reader: <i>Tennis Tests</i>	Reader: <i>Keeping Cool at the Zoo</i>
<p>K.R.1 Develop and answer questions about a text.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students gather evidence in "Homey Habitats" about a caterpillar's needs for survival. <p>K.R.2 Retell stories or share key details from a text.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students use information from "Homey Habitats" to help figure out how caterpillars make webs. <p>K.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 2: Students participate in both small- and whole-group conversations about their observations of plants. 	<p>K.R.1 Develop and answer questions about a text.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students answer questions about a specific section about feeling weather in "What Are You Wearing?" <p>K.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students participate in a card game about weather. <p>K.SL.2 Participate in a conversation about features of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students try to find a pattern in a series of picture cards. 	<p>K.R.1 Develop and answer questions about a text.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students have conversations about ideas in "Paddle Tests" and in a video. <p>K.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students work together to move objects in different directions. <p>K.L.5C Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).</p> <ul style="list-style-type: none"> Example in Lesson 1: Students begin to investigate push and pull actions. 	<p>K.R.7 Describe the relationship between illustrations and the text.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students discuss a picture of awnings and how they relate to shade. <p>K.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students work in small groups to refine their ideas about playgrounds and shade. <p>K.SL.2 Participate in a conversation about features of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students discuss their ideas based on a picture of a playground.

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Reader: <i>Wander and Wonder</i>	Reader: <i>What's the Weather</i>	Reader: <i>Tennis Tests</i>	Reader: <i>Keeping Cool at the Zoo</i>
<p>K.SL.1A Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students participate in partner discussions about their observations. <p>K.SL.2 Participate in a conversation about features of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students use information gathered from “What’s on the Menu?” and videos to participate in a conversation. <p>K.SL.3 Develop and answer questions to clarify what the speaker says.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students ask each other questions about their drawings of the cracked sidewalk. 	<p>K.SL.3 Develop and answer questions to clarify what the speaker says.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students craft a question to pose to their partners about their thinking. <p>K.SL.4 Describe familiar people, places, things, and events with detail.</p> <ul style="list-style-type: none"> Example in Lesson 2: Students tell a story about an experience they’ve had that was impacted by weather. <p>K.SL.5 Create and/or utilize existing visual displays to support descriptions.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students draw their observations across a period of time. 		<p>K.SL.3 Develop and answer questions to clarify what the speaker says.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students ask each other questions to refine their designs. <p>K.SL.4 Describe familiar people, places, things, and events with detail.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students compare what they did in their design process to what engineers do. <p>K.SL.5 Create and/or utilize existing visual displays to support descriptions.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students discuss their ideas based on a picture of a playground. <p>K.SL.6 Express thoughts, feelings, and ideas.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students share their

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Reader: <i>Wander and Wonder</i>	Reader: <i>What's the Weather</i>	Reader: <i>Tennis Tests</i>	Reader: <i>Keeping Cool at the Zoo</i>
<p>K.SL.5 Create and/or utilize existing visual displays to support descriptions.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students use a T-chart to record their observations and ask questions. <p>K.SL.6 Express thoughts, feelings, and ideas.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students use sentence frames to help articulate their ideas about caterpillar habitats. 	<p>K.SL.6 Express thoughts, feelings, and ideas.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students draw and then share their ideas about weather. 		<p>ideas for designing a solution to the playground problem.</p> <p>K.W.7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</p> <ul style="list-style-type: none"> Example in Lesson 8: Students draw and write what they understand the playground problem to be. <p>K.L.5 Explore and discuss word relationships and word meanings.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students discuss the meaning of words and how they are connected to different languages.

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Reader: <i>Wander and Wonder</i>	Reader: <i>What's the Weather</i>	Reader: <i>Tennis Tests</i>	Reader: <i>Keeping Cool at the Zoo</i>
			<p>K.L.5B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students name opposites of the word "warm."

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Grade 1			
How Do Living Things Stay Safe and Grow? (Life Science)	How Can We Predict When the Sky Will Be Dark? (Earth and Space Science)	How Can We Light Our Way in the Dark? (Physical Science)	How Can We Send a Message Using Sound? (Engineering Design)
Reader: <i>Survival Stories</i>	Reader: <i>Sky Patterns</i>	Reader: <i>Shining the Light</i>	Reader: <i>Beats and Banjos</i>
<p>1.R.3 Describe characters, settings, and major events in a story, or pieces of information in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 5: Students become experts on a selection from “Protective Parents.” <p>1.R.5 Identify a variety of genres and explain major differences between literary texts and informational texts.</p> <ul style="list-style-type: none"> • Example in Lesson 5: Students work in small groups to become experts on a section of a reading selection. <p>1.R.6 Describe how illustrations and details support the point of view or purpose of the text.</p> <ul style="list-style-type: none"> • Example in Lesson 5: Students use evidence from the text to answer questions in their notebooks. 	<p>1.R.1 Develop and answer questions about key ideas and details in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students participate in a discussion about “Our Shared Sky.” <p>1.R.2 Identify a main topic or central idea in a text and retell important details.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students use information in “Our Shared Sky” to identify objects in the sky. <p>1.R.3 Describe characters, settings, and major events in a story, or pieces of information in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 7: Students compare the lives of the characters in “Ranch Life” to their own lives. 	<p>1.R.1 Develop and answer questions about key ideas and details in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 6: Students use ideas from “Shining the Light” to identify parts of animals that help them survive. <p>1.R.2 Identify a main topic or central idea in a text and retell important details.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students watch a cave simulation and recall information they saw. <p>1.R.3 Describe characters, settings, and major events in a story, or pieces of information in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 2: In small groups, students discuss what they saw in the simulation. 	<p>1.R.2 Identify a main topic or central idea in a text and retell important details.</p> <ul style="list-style-type: none"> • Example in Lesson 5: Students read and discuss an article about sound called “The Science of Music.” <p>1.R.3 Describe characters, settings, and major events in a story, or pieces of information in a text.</p> <ul style="list-style-type: none"> • Example in Lesson 8: Students are asked to recall and explain a reading about the parts of the ear called “How Do Ears Hear Sound?” <p>1.R.5 Identify a variety of genres and explain major differences between literary texts and informational texts.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students discuss the differences between

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Reader: <i>Survival Stories</i>	Reader: <i>Sky Patterns</i>	Reader: <i>Shining the Light</i>	Reader: <i>Beats and Banjos</i>
<p>1.W.3 Write narratives which recount real or imagined experiences or events or a short sequence of events.</p> <ul style="list-style-type: none"> Example in Lesson 10: Students use their survival card game to write a story. <p>1.SL.1a Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <ul style="list-style-type: none"> Example in Lesson 9: Students participate in a survival card game. <p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students work in pairs within groups of four and then share their information with the other pair. 	<p>1.R.5 Identify a variety of genres and explain major differences between literary texts and informational texts.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students compare information shared from "Our Shared Sky." <p>1.W.2 Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</p> <ul style="list-style-type: none"> Example in Lesson 10: Students write their recommendations for improving night-time vision. <p>1.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students discuss what they see in pictures in both small- and whole-groups. 	<p>1.R.4 Identify specific words that express feelings and senses.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students discuss their feelings about the dark. <p>1.R.5 Identify a variety of genres and explain major differences between literary texts and informational texts.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students compare their observations of pictures to their observations of a computer simulation. <p>1.R.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students discuss information learned from "Surviving in the Light." 	<p>ways they gather information.</p> <p>1.R.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students report to the whole class on their section of the reading. <p>1.R.9 Make connections between self and text (texts and other people/world).</p> <ul style="list-style-type: none"> Example in Lesson 6: Students discuss their preferred music. <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Example in Lesson 4: Students learn the word "vibration." <p>1.W.7 Recall and represent relevant information from</p>

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Reader: <i>Survival Stories</i>	Reader: <i>Sky Patterns</i>	Reader: <i>Shining the Light</i>	Reader: <i>Beats and Banjos</i>
<p>1.SL.3 Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.</p> <ul style="list-style-type: none"> • Example in Lesson 10: Students interview each other about their survival stories. <p>1.SL.5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students sort cards to determine similar living things. <p>1.L.5b 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> <ul style="list-style-type: none"> • Example in Lesson 1: Students explain how they used characteristics to sort cards of similar living things. 	<p>1.SL.1a Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <ul style="list-style-type: none"> • Example in Lesson 3: Students take turns looking in their boxes and comparing what they see. <p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <ul style="list-style-type: none"> • Example in Lesson 6: Students describe the path of travel of the Sun. 	<p>1.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> • Example in Lesson 6: Students participate in whole- and small-group conversations. <p>1.SL.2 Develop and answer questions about key details in diverse texts and formats.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students answer questions about pictures and a computer simulation. <p>1.SL.5 Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students answer questions about pictures and a computer simulation. 	<p>experiences or gather information from provided sources to answer a question in a variety of ways.</p> <ul style="list-style-type: none"> • Example in Lesson 3: Students record their observations at different stations in their notebooks. <p>1.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students play a collaborative game. <p>1.SL.2 Develop and answer questions about key details in diverse texts and formats.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students derive and answer questions about how to improve their collaborative game play.

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Reader: <i>Survival Stories</i>	Reader: <i>Sky Patterns</i>	Reader: <i>Shining the Light</i>	Reader: <i>Beats and Banjos</i>
		<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students discuss characteristics of caves and create a module-specific word wall. <p>1.L.5b 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> <ul style="list-style-type: none"> • Example in Lesson 1: Students discuss characteristics of caves and create a module-specific word wall. <p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>1.SL.3 Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students use sentence frames to agree and disagree with each other in a discussion. <p>1.SL.4 Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students recall and share what they observed during their station work.

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Reader: <i>Survival Stories</i>	Reader: <i>Sky Patterns</i>	Reader: <i>Shining the Light</i>	Reader: <i>Beats and Banjos</i>
		<ul style="list-style-type: none"> Example in Lesson 1: Students participate in discussions about caves and the dark. 	

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Grade 2			
How Can We Find the Best Place for a Plant to Grow? (Life Science)	What Can Maps Tell Us About Land and Water on Earth? (Earth and Space Science)	How Can We Change Solids and Liquids? (Physical Science)	How Can We Stop Soil from Washing Away? (Engineering Design)
Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
<p>2.R.4 Explain how words and phrases in a text suggest feelings and appeal to the senses.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students are encouraged to make connections of personal experiences to “Root, Shoot, Flower, and Fruit.” <p>2.R.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students are encouraged to use the text features in “Root, Shoot, Flower, and Fruit.” to make connections to their personal experiences. <p>2.R.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.</p> <ul style="list-style-type: none"> • Example in Lesson 10: Students evaluate an 	<p>2.R.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.</p> <ul style="list-style-type: none"> • Example in Lesson 6: Students work in groups to become experts about a specific landform. <p>2.R.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.</p> <ul style="list-style-type: none"> • Example in Lesson 7: Students identify and draw symbols found in “A Series of Symbols.” <p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students discuss the words “solid” and “liquid.” 	<p>2.R.1 In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> • Example in Lesson 3: Students compare art pieces in multiple formats (video, photos, and text). <p>2.R.2 Identify a main topic or central idea and retell key details in a text; summarize portions of a text.</p> <ul style="list-style-type: none"> • Example in Lesson 3: Students summarize their learning aloud after using a range of reading structures. <p>2.R.4 Explain how words and phrases in a text suggest feelings and appeal to the senses.</p>	<p>2.R.1 In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> • Example in Lesson 7: Students participate in a reading jigsaw of “Four Problems.” <p>2.R.3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students make cause and effect connections between pictures.

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Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
<p>argument for planting in specific locations.</p> <p>2.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students participate in partner and whole-class conversations about plant habitats. <p>2.SL.2 Recount or describe key ideas or details of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 2: Students answer questions during class discussions from the reader and digital resources. <p>2.W.7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p>	<p>2.W.6 Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students answer and pose questions during a conversation about water on Earth. <p>2.W.7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students record evidence from their models in their notebooks. <p>2.SL.1a Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students participate in a matching card game. 	<ul style="list-style-type: none"> Example in Lesson 3: Students view pictures of sculptures and attempt to identify their source materials. <p>2.R.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students use information from “A World of Sculpture” to complete pages in their notebooks. <p>2.R.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students use the entirety of “A World of Sculpture” to complete pages in their notebooks. <p>2.L.4 Determine or clarify the meaning of unknown and</p>	<p>2.W.7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> Example from Lesson 4: Students use evidence from previous lessons to write a claim. <p>2.SL.1b Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students participate in an extended discussion to choose and evaluate materials. <p>2.SL.2 Recount or describe key ideas or details of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students participate in a reading jigsaw.

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Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
<ul style="list-style-type: none"> Example in Lesson 1: Students write down what they know about plant habitats from their experiences and a video. 	<p>2.SL.2 Recount or describe key ideas or details of diverse texts and formats.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students work in groups to become experts about a specific landform and then share their learning. 	<p>multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students use glossaries, bolded words, and captions to understand vocabulary. <p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students use glossaries, bolded words, and captions to understand vocabulary. <p>2.L.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.).</p> <ul style="list-style-type: none"> Example in Lesson 1: Students make a chart of 	<p>2.SL.3 Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).</p> <ul style="list-style-type: none"> Example in Lesson 1: Students participate in a discussion about characteristics of the sand and soil. <p>2.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> Example in Lesson 10: Students share how they evaluated information to make decisions and build their design.

Correlation of Smithsonian Science for the Classroom™ to the New York State Next Generation ELA Standards

Grade 2			
How Can We Find the Best Place for a Plant to Grow? (Life Science)	What Can Maps Tell Us About Land and Water on Earth? (Earth and Space Science)	How Can We Change Solids and Liquids? (Physical Science)	How Can We Stop Soil from Washing Away? (Engineering Design)
Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
		<p>characteristics of gemstones.</p> <p>2.W.3 Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> • Example in Lesson 8: Students use their learning to write an explanation about how a silver necklace is made. <p>2.W.6 Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> <ul style="list-style-type: none"> • Example in Lesson 5: Students explore the properties of solids and liquids and complete a chart of characteristics. 	

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Grade 2			
How Can We Find the Best Place for a Plant to Grow? (Life Science)	What Can Maps Tell Us About Land and Water on Earth? (Earth and Space Science)	How Can We Change Solids and Liquids? (Physical Science)	How Can We Stop Soil from Washing Away? (Engineering Design)
Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
		<p>2.W.7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> • Example in Lesson 3: Students use a table they've completed to write down a pattern. <p>2.SL.1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students work in pairs to determine the characteristics of objects. <p>2.SL.2 Recount or describe key ideas or details of diverse texts and formats.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students discuss information they view in a video. <p>2.SL.3 Develop and answer questions about what a speaker</p>	

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Grade 2			
How Can We Find the Best Place for a Plant to Grow? (Life Science)	What Can Maps Tell Us About Land and Water on Earth? (Earth and Space Science)	How Can We Change Solids and Liquids? (Physical Science)	How Can We Stop Soil from Washing Away? (Engineering Design)
Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
		<p>says; agree or disagree with the speaker’s point of view, providing a reason(s).</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students work in pairs to determine the characteristics of objects, agreeing and disagreeing with each other based on evidence. <p>2.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> • Example in Lesson 8: Students participate in class discussions about “Fatima’s Silver Necklace.” <p>2.SL.5 Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Example in Lesson 8: Students complete charts 	

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Grade 2			
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Reader: <i>Blossoms, Bees, and Seeds</i>	Reader: <i>Mapping Earth</i>	Reader: <i>Art in Science</i>	Reader: <i>Changing Earth</i>
		to assist their writing process.	

Correlation of Smithsonian Science for the Classroom™ to the New York State Next Generation ELA Standards

Grade 3			
What Explains Similarities and Differences Between Organisms? (Life Science)	How Do Weather and Climate Affect Our Lives? (Earth and Space Science)	How Can We Predict Patterns of Motion? (Physical Science)	How Can We Protect Animals When Their Habitat Changes? (Engineering Design)
Reader: <i>Patterns of Life</i>	Reader: <i>Raindrops and Rooftops</i>	Reader: <i>Motion and Magnets</i>	Reader: <i>Changing Habitats</i>
<p>3.SL.1 Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Example in Lesson 1: Students participate in discussions with partners, small groups, and the whole class. <p>3.SL.1c Ask questions to check understanding of information presented and link comments to the remarks of others.</p> <ul style="list-style-type: none"> • Example in Lesson 12: Students discuss their interpretations of the results of their investigation. <p>3.SL.2 Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>3.R.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).</p> <ul style="list-style-type: none"> • Example in Lesson 9: Students identify results of hazardous weather and use evidence from weather cards to support their claims. <p>3.SL.1 Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students work in pairs to gather weather data and then participate in a whole-class discussion. 	<p>3.R.3 In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students read a text about bicycles to understand how the parts work together. <p>3.R.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students use text features in an article about bicycles to deepen 	<p>3.R.8 Explain how claims in a text are supported by relevant reasons and evidence.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students gather information from texts on animals and evaluate the information for evidence. <p>3.SL.1 Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students participate in discussions with partners, small groups, and the whole class. <p>3.SL.2 Determine the central ideas and supporting details or information presented in diverse texts and formats</p>

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What Explains Similarities and Differences Between Organisms? (Life Science)	How Do Weather and Climate Affect Our Lives? (Earth and Space Science)	How Can We Predict Patterns of Motion? (Physical Science)	How Can We Protect Animals When Their Habitat Changes? (Engineering Design)
Reader: <i>Patterns of Life</i>	Reader: <i>Raindrops and Rooftops</i>	Reader: <i>Motion and Magnets</i>	Reader: <i>Changing Habitats</i>
<ul style="list-style-type: none"> Example in Lesson 6: Students obtain and evaluate information from a brochure. 	<p>3.SL.1a Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> Example in Lesson 9: Students use their learning from prior lessons to discuss hazardous weather. <p>3.SL.1b Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students participate in a class discussion about weather instruments. <p>3.SL.1d Explain their own ideas and understanding of the discussion.</p> <ul style="list-style-type: none"> Example in Lesson 12: Students use evidence from their investigations 	<p>their understanding of how the parts work together.</p> <p>3.R.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words.</p> <ul style="list-style-type: none"> Example in Lesson 8: Through an investigation, students develop an understanding of the word “magnetic.” <p>3.RF.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students work in pairs to read “Tick Tock.” <p>3.SL.1a Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>(e.g., including visual, quantitative, and oral).</p> <ul style="list-style-type: none"> Example in Lesson 1: Students collect data from a video and organize it into categories. <p>3.SL.3 Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students are encouraged to ask questions of student presenters and make counterclaims based on their own evidence. <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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Grade 3			
What Explains Similarities and Differences Between Organisms? (Life Science)	How Do Weather and Climate Affect Our Lives? (Earth and Space Science)	How Can We Predict Patterns of Motion? (Physical Science)	How Can We Protect Animals When Their Habitat Changes? (Engineering Design)
Reader: <i>Patterns of Life</i>	Reader: <i>Raindrops and Rooftops</i>	Reader: <i>Motion and Magnets</i>	Reader: <i>Changing Habitats</i>
	<p>to make arguments about the effectiveness of different roof designs.</p> <p>3.SL.2 Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p> <ul style="list-style-type: none"> Example in Lesson 3: Students use a precipitation map to explain changes in weather over time. <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <ul style="list-style-type: none"> Example in Lesson 3: In small groups, students share information on a weather tool. 	<ul style="list-style-type: none"> Example in Lesson 8: Students use evidence from their investigations to discuss the properties of magnets. <p>3.SL.3 Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p> <ul style="list-style-type: none"> Example in Lesson 10: Students share the properties of the magnet systems they read about, asking questions of each other and building on ideas. 	<ul style="list-style-type: none"> Example in Lesson 7: Students share information they have learned by reading about the characteristics of marine habitats. <p>3.W.1 Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students use information from prior lessons to write a claim about animal survival. <p>3.W.7 Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students write a claim

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Reader: <i>Patterns of Life</i>	Reader: <i>Raindrops and Rooftops</i>	Reader: <i>Motion and Magnets</i>	Reader: <i>Changing Habitats</i>
	<p>3.W.1 Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Example in Lesson 15: Students use climate data to defend their choice to plan a picnic and select a stadium for their city. <p>3.W.7 Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> • Example in Lesson 9: Students use their learning from prior lessons to write about hazardous weather. 		<p>based on evidence they have gathered from various sources, including a video.</p>

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Grade 4			
How Can Animals Use Their Senses to Communicate? (Life Science)	What Is Our Evidence That We Live on a Changing Earth? (Earth and Space Science)	How Does Motion Energy Change in a Collision? (Physical Science)	How Can We Provide Energy to People’s Homes? (Engineering Design)
Reader: <i>Sending Signals</i>	Reader: <i>Rock Stories</i>	Reader: <i>Speed Bumps</i>	Reader: <i>Everyday Energy</i>
<p>4.R.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <ul style="list-style-type: none"> Example in Lesson 2: Students read in pairs from “Let in the Light” and complete a notebook sheet to compare internal and external structures of animals. <p>4.W.1 Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> Example in Lesson 3: After reading information from “Sensible Structures” and participating in a group discussion, students craft a scientific argument. <p>4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p>	<p>4.R.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students combine information from two parts of a reading to explain the hazards associated with earthquakes and volcanos. <p>4.R.2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</p> <ul style="list-style-type: none"> Example in Lesson 6: Students summarize details related to the problem of designing earthquake-resistant buildings. <p>4.R.3 In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts,</p>	<p>4.R.2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students use guiding questions to identify the main idea in the article “The Need for Speed.” <p>4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students participate in discussion to develop a class claim about motion energy. <p>4.SL.2 Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <ul style="list-style-type: none"> Example in Lesson 1: Students make observations from a video to collect evidence. 	<p>4.R.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <ul style="list-style-type: none"> Example in Lesson 5: Students interpret informational texts and diagrams in the article “Inside a Power Plant.” <p>4.R.3 In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students give energy resource presentations with information derived from multiple sources. <p>4.R.5 In literary texts, identify and analyze structural elements, using terms such as verse,</p>

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Reader: <i>Sending Signals</i>	Reader: <i>Rock Stories</i>	Reader: <i>Speed Bumps</i>	Reader: <i>Everyday Energy</i>
<ul style="list-style-type: none"> Example in Lesson 3: Students use their scientific argument to participate in a debate with other students about which senses are most important for the animals. 	<p>explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> <ul style="list-style-type: none"> Example in Lesson 11: Students gather and record information indicative of rock formations. <p>4.RI.7 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, illustrations), and explain how the information contributes to an understanding of the text.</p> <ul style="list-style-type: none"> Example in Lesson 6: After charting features of earthquake-resistant buildings, students participate in a discussion about the features they may be able to model. 	<p>4.SL.3 Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students participate in discussion to develop a class claim about motion energy. 	<p>rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.</p> <ul style="list-style-type: none"> Example in Lesson 7: Students identify advantages and disadvantages in “Remarkable Resources.” <p>4.RI.7 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, illustrations), and explain how the information contributes to an understanding of the text.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students interpret information from a timeline. <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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Grade 4			
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Reader: <i>Sending Signals</i>	Reader: <i>Rock Stories</i>	Reader: <i>Speed Bumps</i>	Reader: <i>Everyday Energy</i>
	<p>4.W.2 Write informative/ explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <ul style="list-style-type: none"> • Example in Lesson 14: Students use their learning to construct a new exhibit for the Smithsonian Museum. <p>4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Example in Lesson 2: Students undertake roles in a small group discussion to locate patterns on a map. <p>4.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>		<ul style="list-style-type: none"> • Example in Lesson 6: Students utilize leveled readers. <p>4.RF.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Example in Lesson 6: Students utilize leveled readers. <p>4.W.6 Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p> <ul style="list-style-type: none"> • Example in Lesson 6: The class generates a list of research questions on resources.

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Grade 4			
How Can Animals Use Their Senses to Communicate? (Life Science)	What Is Our Evidence That We Live on a Changing Earth? (Earth and Space Science)	How Does Motion Energy Change in a Collision? (Physical Science)	How Can We Provide Energy to People's Homes? (Engineering Design)
Reader: <i>Sending Signals</i>	Reader: <i>Rock Stories</i>	Reader: <i>Speed Bumps</i>	Reader: <i>Everyday Energy</i>
	<ul style="list-style-type: none"> Example in Lesson 2: Students share their group analysis of individual geographic features. 		

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Grade 5			
How Can We Predict Change in Ecosystems? (Life Science)	How Can We Use the Sky to Navigate? (Earth and Space Science)	How Can We Identify Materials Based on Their Properties? (Physical Science)	How Can We Provide Freshwater to Those in Need? (Engineering Design)
Reader: <i>Go With the Flow</i>	Reader: <i>Sailing Under the Stars</i>	Reader: <i>What's Cooking</i>	Reader: <i>Water Works</i>
<p>5.SL.1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <ul style="list-style-type: none"> Example in Lesson 9: Students make scientific arguments in small and whole groups after watching a video about food decomposition. <p>5.SL.2 Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral.)</p> <ul style="list-style-type: none"> Example in Lesson 4: Students collect evidence from the recollections of a firsthand scientist. <p>5.R.3 In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p>5.SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <ul style="list-style-type: none"> Example in Lesson 4: In small and whole groups, students discuss the results of the investigation in which they modeled the Sun with a tennis ball. <p>5.SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> Example in Lesson 2: Students participate in a discussion assessing the value of different models, using evidence from their investigations. <p>5.SL.3 Identify and evaluate the reasons and evidence a speaker</p>	<p>5.SL.1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students work in pairs to read and then use the information they read in a whole-class discussion. <p>5.SL.2 Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).</p> <ul style="list-style-type: none"> Example in Lesson 2: Students make claims in a whole-class discussion based on a table and their investigation. <p>5.SL.3 Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> Example in Lesson 6: In small groups, students create, share, and critique claims. 	<p>5.RI.6 In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> Example in Lesson 11: Students analyze events from multiple characters’ points of view in the reading “The Aral Sea.” <p>5.SL.1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others</p> <ul style="list-style-type: none"> Example in Lesson 4: Students work in small groups to create a public service announcement. <p>5.SL1a Come to discussions prepared, having read or studied required material; draw on that preparation and other</p>

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Grade 5			
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Reader: <i>Go With the Flow</i>	Reader: <i>Sailing Under the Stars</i>	Reader: <i>What's Cooking</i>	Reader: <i>Water Works</i>
<p>or concepts based on specific evidence from the text.</p> <ul style="list-style-type: none"> Example in Lesson 12: Students look for and record examples of cause and effect in a reading about lionfish. 	<p>provides to support particular points.</p> <ul style="list-style-type: none"> Example in Lesson 15: Students use the evidence they have collected to make and evaluate each other's scientific claims. <p>5.R.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <ul style="list-style-type: none"> Example in Lesson 13: Students use the reading "Vegetables Aboard" to generate theories about why certain crops are found in specific geographic regions. <p>5.R.3 In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or</p>	<p>5.SL.4 Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p> <ul style="list-style-type: none"> Example in Lesson 4: After viewing a video about hummingbirds and sugar water, students talk about their observations with a partner. <p>5.R.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <ul style="list-style-type: none"> Example in Lesson 11: Students collect evidence from a text to make inferences about bubbles. <p>5.R.3 In literary texts, compare and contrast two or more</p>	<p>information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students use information from their 24-hour water record to discuss questions about freshwater use. <p>5.SL1b Follow agreed-upon norms for discussions and carry out assigned roles.</p> <ul style="list-style-type: none"> Example in Lesson 14: Students participate in an investigation together while taking on different roles. <p>5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <ul style="list-style-type: none"> Example in Lesson 10: Students participate in a group discussion about water scarcity and water equity.

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Grade 5			
How Can We Predict Change in Ecosystems? (Life Science)	How Can We Use the Sky to Navigate? (Earth and Space Science)	How Can We Identify Materials Based on Their Properties? (Physical Science)	How Can We Provide Freshwater to Those in Need? (Engineering Design)
Reader: <i>Go With the Flow</i>	Reader: <i>Sailing Under the Stars</i>	Reader: <i>What's Cooking</i>	Reader: <i>Water Works</i>
	<p>more individuals, events, ideas, or concepts based on specific evidence from the text.</p> <ul style="list-style-type: none"> Example in Lesson 12: Students use the reading “Lost and Found” to determine the purpose and limitations of tools and processes. <p>5.W.2 Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <ul style="list-style-type: none"> Example in Lesson 1: Students use evidence from their model of Earth to write an argument that answers the question, “What is Earth’s shape?” <p>5.W2b Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and</p>	<p>characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p> <ul style="list-style-type: none"> Example in Lesson 8: Students read the article “What’s the Point?” and then discuss key points of the reading. <p>5.R.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.</p> <ul style="list-style-type: none"> Example in Lesson 3: Students learn vocabulary as they read about the parts of a corn seed. <p>5.R.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying</p>	<p>5.SL.1d Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p> <ul style="list-style-type: none"> Example in Lesson 9: Students work together to prepare their group speaker to explain their water treatment process. <p>5.SL.4 Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p> <ul style="list-style-type: none"> Example in Lesson 4: Students use information gained in previous lessons to create a public service announcement. <p>5.W.2b Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text</p>

Correlation of Smithsonian Science for the Classroom™ to the New York State Next Generation ELA Standards

Grade 5			
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Reader: <i>Go With the Flow</i>	Reader: <i>Sailing Under the Stars</i>	Reader: <i>What's Cooking</i>	Reader: <i>Water Works</i>
	<p>multimedia to aid comprehension.</p> <ul style="list-style-type: none"> • Example in Lesson 9: Students use evidence from their investigations to explain the pattern of daylight throughout the year. <p>5.W.2d Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <ul style="list-style-type: none"> • Example in Lesson 13: Students use information gathered in investigations and readings to construct explanations about the sun's apparent daily motion. 	<p>which reasons and evidence support which claims.</p> <ul style="list-style-type: none"> • Example in Lesson 11: Students use additional information learned from the text to revise claims made in previous lessons. 	<p>features, illustrations, and multimedia to aid comprehension.</p> <ul style="list-style-type: none"> • Example in Lesson 12: Students work in groups to create a newspaper article about the Aral Sea crisis. <p>5.W.2d Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <ul style="list-style-type: none"> • Example in Lesson 4: Students link information gained in previous lessons to a public service announcement they create.