NATIONAL GEOGRAPHIC COMMON CORE ALIGNMENT PROJECT

Book Series: National Geographic Inv	READING-INFORMATIONAL TEXT STANDARDS FIFTH GRADE				
Book Title: Animals on the Edge: Science Races to Save Species Threatened With Extinction					
Grade: 5+					
Reviewer: Haley Richardson					
Standard	**Standard Description**	**Connection to the Standard**	**Justify Your Selection**	**Classroom Activity Examples**	**Critical Standard for this Title**
CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Instructional	Information supporting a common theme is provided in the forms of statistics, photographs, and reporting of research in six chapters, each of which addresses a topic related to the overall theme.	Students choose their favorite chapter of the text, summarize it, and explain how it helped them learn about animal conservation or threatened species.	
CCSS.ELA-Literacy.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 in the text.	Instructional	Profiles of animals and of a conservation biologist (pp. 34-35) report in-depth about topics related to the theme of threatened animals. A timeline (pp. 10-11) points out significant events in animal conservation history.	Students identify events on the timeline that contributed to or allowed for the success of individuals profiled in the text. For example, the founding of Greenpeace in 1969 may have provided impetus for DNA testing of whale meat (to ensure that certain species are not being poached) because the organization raised awareness about the issue.	
CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	Direct			
CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				
CCSS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				
CCSS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Instructional			
CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				
CCSS.ELA-Literacy.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.				
Consider the standards you identified as CRITICAL for this book. Add ideas for classroom activities with this book that integrate across these critical standards.					