NATIONAL GEOGRAPHIC COMMON CORE ALIGNMENT PROJECT

Book Series: National Geographic Inv	READING-INFORMATIONAL TEXT STANDARDS FIFTH GRADE				
Book Title: Genetics: From DNA to Designer Dogs					
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	The six chapters each focus on a different aspect of genetics (e.g. wildlife, ancient DNA, microbial DNA)	Make a list of topics in one chapter and explain, in writing, how each contributes to the main idea of the text. For example, how do mummies and dinosaurs provide information about ancient DNA?	
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	Items on the timeline (pp. 10-11) connect to information and interviews later in the text.	Choose two timeline events and ask students, "How did the first event affect the second event?"	
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	glossary p. 59	As a whole class, view the glossary and find a sentence in the text in which the terms are used. Each student is responsible for one term.	
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.	Instructional	The six chapters each focus on a different aspect of genetics (e.g. wildlife, ancient DNA, microbial DNA) that may or may not be discussed in academic textbooks.	The student compares the organization of information and the topics included in the text to the student's textbook.	
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).				
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.					