



WorldWise™
Content-based Learning

WorldWise Informational Texts

Guided Reading Levels TUV (50) Linked to Next Generation Science Grade 5 Outcomes

Title	Level *	Next Generation Grade 5 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening	Language
<p>Guiding Lights The history of lighthouses. The technology of the light and construction of towers over the centuries.</p>	T (50)	ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
<p>Rock Snot, Cane Toads, and Other Aliens Invasive species may be plants, animals, fungi, or diseases. The results of introducing a species into an ecosystem where it doesn't belong can bring disaster.</p>	T (50)	ESS3.C Human impacts on Earth systems LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystem	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	5.L.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
<p>Sharing the Environment Human activity has impacted severely on the availability of some animals' habitats. Animals need specific habitats to survive. Living organisms depend on each other and the environment.</p>	T (50)	LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystems ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems	5.RI.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	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	5.L.4a Use context as a clue to the meaning of a word or phrase

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<p>The Wandering Albatross Scientists believe that the wandering albatross is one of the most fantastic birds on Earth. How does this bird stay in the air for such long periods of time? How can it stay away from land for so long?</p>	T (50)	LS1.C Organization for matter and energy flow in organisms ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	5.L.4a Use context as a clue to the meaning of a word or phrase
<p>How Do Plants Survive? Plants have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. Some plants have adapted to survive in locations that are difficult for living things.</p>	U (50)	LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystems LS1.C Organization for matter and energy flow in organisms PS3.D Energy in chemical processes and everyday life	5.RI.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	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	5.L.4a Use context as a clue to the meaning of a word or phrase
<p>Powerful Ideas: John Muir The story of John Muir and his powerful idea that inspired thousands of people and convinced government to create National Parks. Thus preserving irreplaceable natural wildernesses.</p>	U (50)	ESS2.A Earth materials and systems ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	5.L.4a Use context as a clue to the meaning of a word or phrase
<p>The Salmon Stream All animals are different and have different life cycles. An ecosystem is a whole community of living things that depend on each other for survival. Tourism needs to be managed to lessen human impact on wilderness areas.</p>	U (50)	PS3.D Energy in chemical processes and everyday life LS1.C Organization for matter and energy flow in organisms: LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystems ESS1.B Earth and the solar system: ESS3.C Human impacts on Earth systems	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	5.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

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<p>Science for the People Sally Ride, astronaut, and Rachael Carson, marine biologist, both achieved success in their field of study and made their scientific ideas accessible and engaging to young people through social media channels.</p>	U (50)	<p>ESS1.B Earth and the solar system ESS3.C Human impacts on Earth systems ETS1.A Defining and delimiting engineering problems: ETS1.B Developing possible solutions ETS1.C Optimizing the design solution</p>	5.RI.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	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	5.L.4a Use context as a clue to the meaning of a word or phrase
<p>Wetlands Wetlands are complex ecosystems. Structures of living things are adapted to their function in specific environments. Human activity has severely impacted the health of wetlands.</p>	U (50)	<p>LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystems ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems</p>	5.RI.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	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	5.L.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
<p>Yellowstone: A Unique Ecosystem Exploring the interdependence of living things in Yellowstone. What can threaten this ecosystem and why is it so important to preserve it?</p>	U (50)	<p>LS1.C Organization for matter and energy flow in organisms LS2.A Interdependent relationships in ecosystems: LS2.B Cycles of matter and energy transfer in ecosystems: ESS3.C Human impacts on Earth systems PS3.D Energy in chemical processes and everyday life</p>	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	5.L.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
<p>Animals and Us People have depended on animals for a long time. Some animals have been changed due to their relationship with people over thousands of years. Animals are used in scientific and medical research.</p>	V (50)	<p>ESS3.C Human impacts on Earth systems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution</p>	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

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<p>Climate Change Earth's climate is continually changing. Scientists measure change and predict trends. Global warming is the greatest challenge.</p>	V (50)	PS1.A Structure and properties of matter PS3.D Energy in chemical processes and everyday life LS1.C Organization for matter and energy flow in organisms LS2.A Independent relationships in ecosystems: LS2.B Cycles of matter and energy transfer in ecosystems ESS2.C The roles of water in Earth's surface processes ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	5.RI.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	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	5.L.4a Use context as a clue to the meaning of a word or phrase
<p>Deserts Deserts cover around 20 percent of Earth. They are difficult places to live in. What they all have in common is very little rainfall – less than ten inches per year.</p>	V (50)	LS2.A Interdependent relationships in ecosystems ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems	5.RI.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	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	5.L.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
<p>The Earth, the Sun, and the Moon The sun/Earth/moon all have properties/ locations/movements that can be observed. The sun provides light/ heat necessary to maintain temperature of Earth. The relationship between sun and Earth is necessary for our survival. Learning more helps us understand how life on Earth is possible.</p>	V (50)	PS1.A Structure and properties of matter PS2.B Types of interactions: PS3.D Energy in chemical processes and everyday life ESS1.A The universe and its stars ESS1.B Earth and the solar system ESS2.A Earth materials and systems ESS3.C Human impacts on Earth systems	5.RI.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	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

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<p>From Hunter-Gatherers to Farmers How America was first populated - availability of food determined where and how settlements developed through to development of first farming methods.</p>	V (50)	<p>ESS3.C Human impacts on Earth systems: ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions: ETS1.C Optimizing the design solution:</p>	5.RI.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	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	5.L.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
<p>How Water Shapes the Land All rainwater runs downhill into rivers and streams. Rivers are the main force in changing the shape of the land. Fresh water is a precious resource and needs to be managed in order to support the needs of a growing global population.</p>	V (50)	<p>ESS2.A Earth materials and systems ESS2.C The roles of water in Earth's surface processes ESS3.C Human impacts on Earth systems</p>	5.RI.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.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.L.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.
<p>Saving the Amazon River River systems are complex ecosystems. The Amazon, at any one point in time, has the highest amount of water flowing down it. How are scientists measuring changes in this environment and what are people doing to protect it.</p>	V (50)	<p>LS1.C Organization for matter and energy flow in organisms LS2.A Interdependent relationships in ecosystems LS2.B Cycles of matter and energy transfer in ecosystems ESS2.A Earth materials and systems ESS3.C Human impacts on Earth systems</p>	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.L.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.

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<p>Time Detectives Studying history provides people with knowledge and skills to understand themselves and their world. How aspects of past cultures and societies are preserved. Fossils are important. They reveal secrets of past life. There are a range of evidence and sources of information about past times.</p>	V (50)	<p>LS2.A Interdependent relationships in ecosystems ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution</p>	<p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<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>	<p>5.L.4a Use context as a clue to the meaning of a word or phrase.</p>