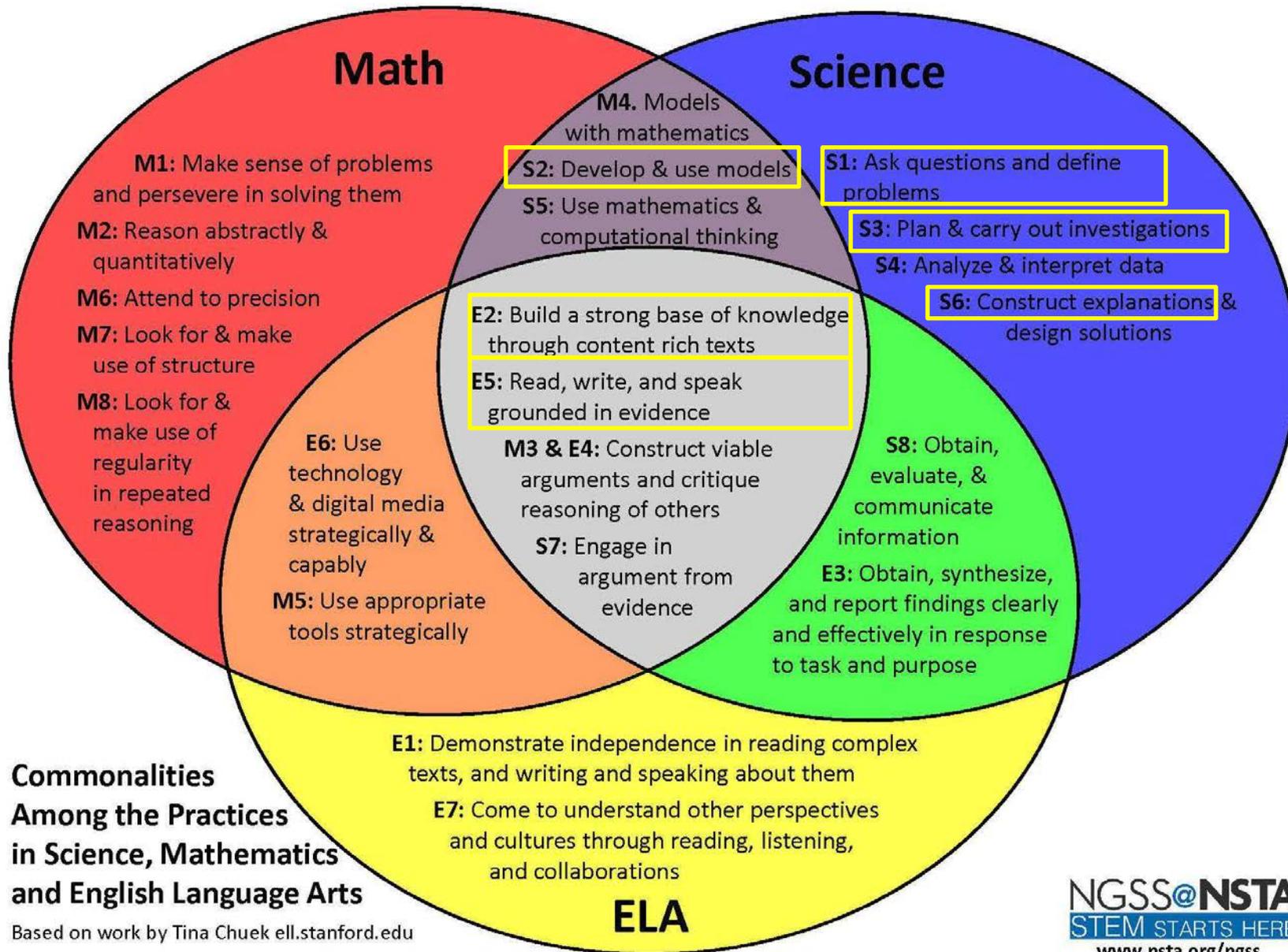


Seeking the Wolf Tree supports national science, math and English/language arts standards



Alignment of NGSS with *Seeking the Wolf Tree*

Disciplinary Core Ideas in Grade 5: Matter and Energy in Organisms and Ecosystems	
LS1 From Molecules to Organisms: Structures and Processes	
LS1.C Organization for matter and energy flow in organisms	Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter and obtain energy from sunlight, which is used to maintain conditions necessary for survival.
LS2 Ecosystems: Interactions, Energy, and Dynamics	
LS2.A Interdependent relationships in ecosystems	The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.
LS2.B Cycles of matter and energy transfer in ecosystems	Matter cycles between the air and soil and among organisms as they live and die.
LS2.C Ecosystem dynamics, functioning, and resilience	When the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
PS3 Energy	
PS3.B Conservation of Energy and Energy Transfer	Energy can be converted from one form to another form.

Alignment of NGSS with *Seeking the Wolf Tree*

Science and Engineering Practices	Crosscutting Concepts
Asking questions (for science) and defining problems (for engineering)	Patterns
Developing and using models	Cause and effect
Planning and carrying out investigations	Scale, proportion and quantity
Analyzing and interpreting data	Systems and system models
Using mathematics and computational thinking	Energy and matter: flows, cycles and conservation
Constructing explanations (for science) and designing solutions (for engineering)	Structure and function
Engaging in argument from evidence	Stability and change
Obtaining, evaluating, and communicating information	

Practices in blue and crosscutting concepts in orange directly relate to *Seeking the Wolf Tree*

Nature of Science	
Categories	What does this look like in grades 3-5?
Scientific Investigations Use a Variety of Methods	Science methods are determined by questions. Science investigations use a variety of methods, tools, and techniques.
Scientific Knowledge is Based on Empirical Evidence	Science findings are based on recognizing patterns.
Scientific Knowledge is Open to Revision in Light of New Evidence	Scientists use tools and technologies to make accurate measurements and observations.
Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena	Science explanations can change based on new evidence.
Science is a Way of Knowing	Science is both a body of knowledge and processes that add new knowledge.
Scientific Knowledge Assumes an Order and Consistency in Natural Systems	Science is a way of knowing that is used by many people.
Science is a Human Endeavor	Science assumes consistent patterns in natural systems.
Science Addresses Questions About the Natural and Material World.	Basic laws of nature are the same everywhere in the universe.

Alignment of Common Core ELA with *Seeking the Wolf Tree*

Reading

Key Ideas and Details

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.

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.

Craft and Structure

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*.

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.

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

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.

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.5.1.b Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.a Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-Literacy.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]").