

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: This particular program is extremely well aligned. The use of the product is exemplary. Misconceptions are covered. Multiple ways to expose students to content are provided. The interactive glossary is valuable. Students of all learning styles are covered in this program. Assessment strategies are covered from formative to FSSA. Alignment to the course is also exemplary. Benchmarks are covered in depth in an engaging manner for students. In addition, the program is presented in the 5E model of instructional inquiry. It is easy to follow and with teacher notes and professional development built in, it covers all that is needed and should be easy to use for both teachers comfortable with the content as well as those that may be intimidated by it.

Material for Review

Course: Science - Grade Five (5020060)
Title: Discovery Education Science Techbook (Florida) - Grade 5 , Edition: 1
Copyright: 2017
Author: Amy Gensemer, David Marsland, Nikki Snyder
Grade Level: K - 5

Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

After some exploring, it was easy to find correlations. You can even click on the standard and it will take you to activities directly aligned to it.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not only aligned to correct skill level, but also allows for exposure to content in lower lexile levels for content exposure for those not on grade level.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Easy to follow units.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Multiple ways to expose students to content are accessible.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not only aligned to correct skill level, but also allows for exposure to content in lower lexile levels for content exposure for those not on grade level.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not only aligned to correct skill level, but also allows for exposure to content in lower lexile levels for content exposure for those not on grade level.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content period runs 180 days with 50 minutes a day for instruction. There are options to fast track if time is not available.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Tough not to be when backed by Discovery Education.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See above

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No errors found

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No issues found

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Multiple exposure to content provided.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No issues found

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No issues found

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Consistent connections to the real world are provided. This also includes content that builds a foundation of learning as many students have not been exposed to the content in the past.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Science standards take center stage, but Health, math, ELA are all represented.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a focus on the science. I did not find specific examples that highlighted various social groups..etc. Content is accessible to all students.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very high marks in this area. Standards are represented multiple times and easy to validate with their alignment tool within the Ebook.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Teacher edition is extremely thorough. Very easy to follow and no need to venture out of the curriculum to cover the standards.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very well organized, especially evident in the layout of the online teacher edition. The curriculum is also aligned to the 5E model of inquiry.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Videos, online readers with voice over, hands-on activities

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Pacing is good when 50 minutes a day is dedicated to the subject.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Being an online tool, there are many more opportunities to students with varying exceptionalities than with the standard hard textbook.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very well developed program. Easy to navigate for both teachers and students after initial time to explore the program has been provided. PD is built within the program to assist with this.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very engaging. Lessons begin with videos.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Science benchmarks are covered in depth.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is how this area is covered in student text. "In this concept, you will learn more about the shapes of the Milky Way and other galaxies. You will also learn what galaxies contain and how astronomers study them." Very well built into program.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Being an ebook, there is natural move towards student centered learning.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Built within the program. Including alignment to the ELDs with quick links for teachers to access content that will directly assist with language development.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Hands on learning is a component of this program. They are generally found under Explore and Elaborate sections of the curriculum.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Built seamlessly into the program.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Multiple ways to explore the content are built within the program.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Teachers are given multiple ways to expose students to content. Including a focus on understanding and combating student misconceptions.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Assessment strategies range from formative assessment to gauge student understanding and FSSA style questions.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See above

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Multiple ways to gain exposure to content including English Language Development support.

Mathematical Practice 13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not extensive, but meets alignment requirements.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very well aligned and easy to follow after initial exploration to the program is completed. Learners of all kinds are supported in this program. The interactive glossary is also a bonus. Visual examples with videos to assist in understanding of difficult vocabulary is covered.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at:

http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SC.5.E.5.1:** Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.1, SC.3.E.5.2, and SC.3.E.5.3.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail in video application, reading, and exposure to models

2. **SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail in video application, reading, and exposure to models

3. **SC.5.E.5.3:** Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail in video application, reading, and exposure to models

4. **SC.5.E.7.1:** Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

5. **SC.5.E.7.2:** Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

6. **SC.5.E.7.3:** Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.4, SC.5.E.7.5, and SC.5.E.7.6.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

7. **SC.5.E.7.4:** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

8. **SC.5.E.7.5:** Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

9. **SC.5.E.7.6:** Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

10. **SC.5.E.7.7:** Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Specific activity included to cover this content.

11. **SC.5.L.14.1:** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

Remarks/Examples:

Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary

12. **SC.5.L.14.2:** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.15.1 and SC.3.L.15.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary. Assessment connection is also very helpful in this area.

13. **SC.5.L.15.1:** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary. Assessment connection is also very helpful in this area.

14. **SC.5.L.17.1:** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.1, SC.4.L.17.4, and SC.5.L.15.1.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered in detail including multiple videos, reading passages, exposure to models, and interactive glossary. Assessment connection is also very helpful in this area.

15. **SC.5.N.1.1:** Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Remarks/Examples:

Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.1, SC.4.N.1.1, SC.4.N.1.6, SC.5.N.1.2, and SC.5.N.1.4.

Florida Standards Connections: LAFS.5.RI.1.3. 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. LAFS.5.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work, and provide a list of sources. MAFS.5.MD.2.2. Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

16. **SC.5.N.1.2:** Explain the difference between an experiment and other types of scientific investigation.

Remarks/Examples:

Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

17. **SC.5.N.1.3:** Recognize and explain the need for repeated experimental trials.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

18. **SC.5.N.1.4:** Identify a control group and explain its importance in an experiment.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

19. **SC.5.N.1.5:** Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

20. **SC.5.N.1.6:** Recognize and explain the difference between personal opinion/interpretation and verified observation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

21. **SC.5.N.2.1:** Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, and SC.5.N.1.6.

Florida Standards Connections: LAFS.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

22. **SC.5.N.2.2:** Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Remarks/Examples:

Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.

Florida Standards Connections: LAFS.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Embedded throughout the program and not taught in isolation.

23. **SC.5.P.8.1:** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

Remarks/Examples:

Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids

and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1. MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

24. **SC.5.P.8.2:** Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

25. **SC.5.P.8.3:** Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.P.8.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

26. **SC.5.P.8.4:** Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.

Remarks/Examples:

Recognize that matter is composed of atoms.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

27. **SC.5.P.9.1:** Investigate and describe that many physical and chemical changes are affected by temperature.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.9.1 and SC.4.P.9.1.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

28. **SC.5.P.10.1:** Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.1, SC.3.P.10.3, SC.3.P.10.4, SC.3.P.11.1, SC.3.P.11.2, SC.4.P.10.1, and SC.4.P.10.3.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

29. **SC.5.P.10.2:** Investigate and explain that energy has the ability to cause motion or create change.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.2, SC.4.P.10.2, and SC.4.P.10.4.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

30. **SC.5.P.10.3:** Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

31. **SC.5.P.10.4:** Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.6.1, SC.4.P.11.1, SC.4.P.11.2, SC.5.P.10.3, SC.5.P.11.1, and SC.5.P.11.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

32. **SC.5.P.11.1:** Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

33. **SC.5.P.11.2:** Identify and classify materials that conduct electricity and materials that do not.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

34. **SC.5.P.13.1:** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.4 and SC.4.P.8.4.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

35. **SC.5.P.13.2:** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.P.12.1, SC.4.P.12.2, SC.5.P.13.3, and SC.5.P.13.4.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

36. **SC.5.P.13.3:** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

37. **SC.5.P.13.4:** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very thorough coverage through multiple modalities.

38. **LAFS.5.RI.1.3:** 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.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

39. **LAFS.5.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

40. **LAFS.5.RI.4.10:** 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.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

41. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

42. **LAFS.5.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

43. **LAFS.5.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]").
- 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]").

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Not explicit in presentation, but well covered in both leveled text and speaking, writing, and listening strategies throughout the program.

44. **MAFS.5.G.1.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered within many of the explore and elaborate activities throughout the program.

45. **MAFS.5.MD.2.2:** Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Covered within many of the explore and elaborate activities throughout the program.

46. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

A document specifically showing alignment to the ELDS is found in reviewer resources.

47. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

See above

48. **HE.5.C.1.5:** Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

Remarks/Examples:

Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is benchmark is not covered in depth, but this content is covered under a science benchmark in grade 6.

