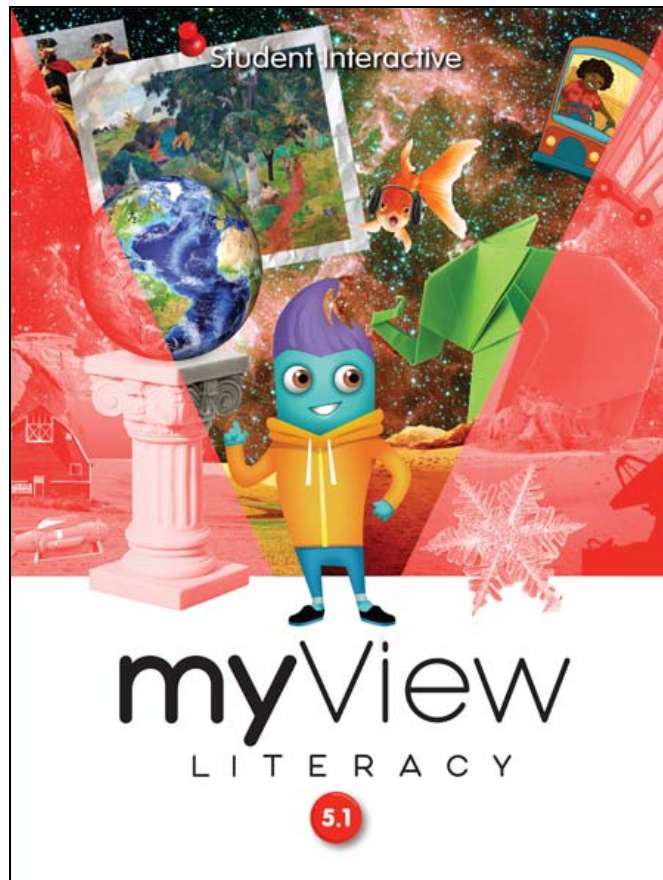


## A Correlation of



**Grade 5, ©2020**

**To the**

**Florida Next Generation  
Sunshine State Standards for Science  
Grade 5**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 5, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Grade 5**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Florida Next Generation Sunshine State Standards for Science**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<p>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.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 <b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T184 (Observation) Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p><b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b> Research Project: Write About a Hero, T352–T367</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 <b><u>Activities and Supplemental Material</u></b> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p>
<p>SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.</p>	<p>Students examine investigations with the following:</p>

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	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read Aloud: “Searching for Life Under the Sea” T86–T87 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars) <b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20– T21 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release</i>, Read: “Tracking Monsters” (wild animals) T241– T253 <i>Animals Back to the Wild</i>, T307–T321 <b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T184 (Observation) Cross-Curricular Perspectives: Science, T250 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T362–T363 <b>Unit 5:</b> <b><u>Selections</u></b> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249</p>
<p>SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.</p>	<p>Students examine the process of conducting experiments with the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85</p>

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	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Read: “Tracking Monsters” (wild animals) T241–T253 <b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T184 (Observation) Cross-Curricular Perspectives: Science, T250 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T362–T363</p>
<p>SC.5.N.1.4 Identify a control group and explain its importance in an experiment.</p>	<p>Students examine the process of conducting experiments with the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 <b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–</p>

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	<p>T21 Read: "Tracking Monsters" (wild animals) T241–T253 <b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T184 (Observation) Cross-Curricular Perspectives: Science, T250 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T362–T363</p>
<p>SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of 'the scientific method.</p>	<p>Students examine investigations with the following:  <b><u>Unit 1:</u></b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read Aloud: "Searching for Life Under the Sea" T86–T87 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108</p>

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	<p>(Viking Spaceship on Mars)</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release</i>, Read: "Tracking Monsters" (wild animals) T241–T253 <i>Animals Back to the Wild</i>, T307–T321</p> <p><b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T184 (Observation) Cross-Curricular Perspectives: Science, T250 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T362–T363</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: Who Are Geologists? T20–T21 Read Aloud: "Geologists at Work" T22–T23 Read: "Let's Talk Trash" and "It's Time to Get Serious About Reducing Food Waste, Feds Say" T243–T249</p>
<p>SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21</p> <p><b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T184 (Observation) Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p><b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b></p>

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	<p>Research Project: Write About a Hero, T352–T367</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249</p> <p><b><u>Activities and Supplemental Material</u></b> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p>
<p>SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Read Aloud: “A Pinhole Camera” T162–T16</p> <p><b><u>Leveled Readers</u></b> Eating Well (Informational Text) A System of Life (Informational Text)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Poem: The Water Cycle, T94–T95</p>



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	<p>Video: How Volcanoes Work, T162–T163</p> <p><b><u>Leveled Readers</u></b></p> <p>Ocean Forces (Informational Text)            How Do We Feed the World? (Informational Text)            Earth’s Fury (Informational Text)            Power Up! (Expository Text with Procedure)</p> <p><b><u>Activities and Supplemental Material</u></b></p> <p>Cross-Curricular Perspectives: Science, T40 (Fossil Fuels)            Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)            Cross-Curricular Perspectives: Science, T246 (Methane Gas)            Cross-Curricular Perspectives: Science, T308 (Forest Fires)</p>
<p>SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.</p>	<p><b>Unit 2:</b></p> <p><b><u>Activities and Supplemental Material</u></b></p> <p>Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)</p> <p><b>Unit 5:</b></p> <p><b><u>Selections</u></b></p> <p>Poem: The Water Cycle, T94–T95            Video: How Volcanoes Work, T162–T163</p> <p><b><u>Leveled Readers</u></b></p> <p>Ocean Forces (Informational Text)            How Do We Feed the World? (Informational Text)            Earth’s Fury (Informational Text)            Power Up! (Expository Text with Procedure)</p> <p><b><u>Activities and Supplemental Material</u></b></p> <p>Cross-Curricular Perspectives: Science, T40 (Fossil Fuels)            Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)            Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p>

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	Cross-Curricular Perspectives: Science, T308 (Forest Fires)
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.	Students examine the use of electricity with the following:  <b>Unit 1:</b> <b><u>Selections</u></b> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T302, T303, T304  <b>Unit 5:</b> <b><u>Leveled Readers</u></b> Power Up! (Expository Text with Procedure)
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.	Students examine the use of electricity with the following:  <b>Unit 1:</b> <b><u>Selections</u></b> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T302, T303, T304  <b>Unit 5:</b> <b><u>Leveled Readers</u></b> Power Up! (Expository Text with Procedure)
SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).	Students examine the use of electricity with the following:  <b>Unit 1:</b> <b><u>Selections</u></b> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T302, T303, T304  <b>Unit 5:</b> <b><u>Leveled Readers</u></b>

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	Power Up! (Expository Text with Procedure)
SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.	<p>Students examine the use of electricity with the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T302, T303, T304</p> <p><b>Unit 5:</b> <b><u>Leveled Readers</u></b> Power Up! (Expository Text with Procedure)</p>
SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.	<p>For supporting content please see:</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)</p> <p><b>Unit 5:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates)</p>
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.	<p>For supporting content please see:</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)</p> <p><b>Unit 5:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates)</p>
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.	<p>For supporting content please see:</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b></p>

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	<p>Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)            Compare Across Texts: Observations (Observe the World), T362–T363  <b>Unit 5:</b>  <u><b>Selections</b></u>            Video: How Volcanoes Work T162–T163</p>
<p>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.</p>	<p>For supporting content please see:  <b>Unit 2:</b>  <u><b>Activities and Supplemental Material</b></u>            Compare Across Texts: Observations (Observe the World), T362–T363  <b>Unit 5:</b>  <u><b>Leveled Readers</b></u>            Ocean Forces (Informational Text)            Power Up! (Expository Text with Procedure)  <u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p>
<p>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.</p>	<p>For supporting content please see:  <b>Unit 2:</b>  <u><b>Selections</b></u>            Read Aloud: “You Are What You Eat” T298–T299  <b>Leveled Readers:</b>            Eating Well (Informational Text)</p>
<p>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.</p>	<p><b>Unit 2:</b>  <u><b>Selections</b></u>            Infographic: How Scientists Study Ocean Life T20–T21            Read Aloud: “Jellyfish: Valuable Slime” T22–T23            Read: <i>Far from Shore</i>, T31–T47            Map: Protecting Habitats, T90–T91            Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93            Read: <i>A Place for Frogs</i>, T101–T117            Read Aloud: “Armadillos of North America” T232–T233            Read: “Tracking Monsters” (wild animals) T241–T253            Video: Saving Natural Habitats, T296–T297  <b>Leveled Readers:</b>            A System of Life (Informational Text)</p>

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	<p>Animal Behaviors (Expository Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T42 (Dorsal fin on dolphins and sharks)</p>
<p>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.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Video: Saving Natural Habitats, T296–T297 <b>Leveled Readers:</b> Fit for Survival (Informational Text) Animal Behaviors (Expository Text) An Eye on Ecosystems (Informational Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T308 (Protecting Endangered Species) Research Project: Survival Guide to a Natural Area, T364–T379</p>
<p>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.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Read: “Tracking Monsters” (wild animals) T241–T253 <b>Leveled Readers:</b> A System of Life (Informational Text) An Eye on Ecosystems (Informational Text) Fit for Survival (Informational Text) Animal Behaviors (Expository Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T32 (Coral Reef) Cross-Curricular Perspectives: Science, T242, T249 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T312 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, T318 (Whales Ecosystem) Cross-Curricular Perspectives: Science, T320 (Elephant Ecosystem)</p>

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<p>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.</p>	<p><b>Unit 2:</b>  <u><b>Selections</b></u>            Infographic: How Scientists Study Ocean Life, T20–T21  <u><b>Leveled Readers</b></u>            Making Observations (Informational Text) Space  <u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T184 (Observation)            Compare Across Texts: Observations (Observe the World), T362–T363            Research Project: Survival Guide to a Natural Area, T364–T379</p> <p><b>Unit 3:</b>  <u><b>Activities and Supplemental Material</b></u>            Research Project: Write About a Hero, T352–T367</p> <p><b>Unit 5:</b>  <u><b>Selections</b></u>            Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249  <u><b>Activities and Supplemental Material</b></u>            Research Project: PSA Showing How People Can Help the Environment, T360–T375</p>

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<p>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.</p>	<p>Students examine investigations with the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read Aloud: “Searching for Life Under the Sea” T86–T87 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release</i> Read: “Tracking Monsters” (wild animals) T241–T253 <i>Animals Back to the Wild</i>, T307–T321 <b><u>Leveled Readers</u></b> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T184</p>

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	<p>(Observation) Cross-Curricular Perspectives: Science, T250 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T362–T363</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249</p>
<p>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.</p>	<p>Students can explore this objective as they read the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p><b>Unit 2:</b> <b>Leveled Readers:</b> Making Observations (Informational Text) Space</p>
<p>SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p>	<p>As students read the following, they can explore planets.</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p><b>Unit 2:</b> <b>Leveled Readers:</b> Making Observations (Informational Text) Space</p>



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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.	<p>Students can explore this objective as they read the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p><b>Unit 2:</b> <b><u>Leveled Readers:</u></b> Making Observations (Informational Text) Space</p>
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.	<p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i>, T105–T125</p>
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.	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life T20–T21</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Poem: The Water Cycle, T94–T95 Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i>, T105–T125</p> <p><b><u>Leveled Readers</u></b> Ocean Forces (Informational Text)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p>

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<p align="center"><b>Florida Next Generation Sunshine State Standards for Science Grade 5</b></p>	<p align="center"><b>myView Literacy Grade 5, ©2020</b></p>
<p>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.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Read: <i>Far from Shore</i>, T31–T47</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read: from <i>Earth’s Water Cycle</i>, T105–T125</p>
<p>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.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p><b><u>Leveled Readers</u></b> Matthew Henson: Arctic Explorer (Biography)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T98 (Antarctica Climate)</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Read: <i>Far from Shore</i>, T31–T47</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read: from <i>Earth’s Water Cycle</i>, T105–T125</p>

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<p>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.</p>	<p><b>Unit 1:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Social Studies, T98 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, T106 (Desert Climate) Cross-Curricular Perspectives: Social Studies, T107 (Gobi Desert)</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Video: Saving Natural Habitats T296–T297 <b>Leveled Readers:</b> A System of Life (Informational Text) An Eye on Ecosystems (Informational Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T242, T249 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T312 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest)</p> <p><b>Unit 5:</b> <b><u>Leveled Readers</u></b> Flood! (Realistic Fiction)</p>
<p>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.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: How Scientists Study Ocean Life, T20–T21 Video: Saving Natural Habitats, T296–T297 <b>Leveled Readers:</b> A System of Life (Informational Text) An Eye on Ecosystems (Informational Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T242, T249 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T312 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, T318</p>

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	(Whales Ecosystem) Cross-Curricular Perspectives: Science, T320 (Elephant Ecosystem)
SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.	<b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Research Project: Survival Guide to a Natural Area, T364–T379 <b>Unit 5:</b> <b><u>Selections</u></b> Video: How Volcanoes Work, T162–T163 Read Aloud: “The Big One” T164–T165
SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	For supporting content please see: <b>Unit 2:</b> <b><u>Leveled Readers</u></b> Instruments of Science (Expository Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen) <b>Unit 5:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T246 (Methane Gas)
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.	For supporting content please see: <b>Unit 5:</b> <b><u>Selections</u></b> Poem: The Water Cycle, T94–T95 Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i> , T105–T125 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)
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.	For supporting content please see: <b>Unit 5:</b> <b><u>Selections</u></b> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read: <i>Rocks and Fossils</i> , T31–T51

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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.	<p><b>Unit 5:</b> <b><u>Selections</u></b> Read: <i>Rocks and Fossils</i>, T31–T51; See atoms on pages T32-T33.</p>
SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Read: <i>Far from Shore</i> T31–T47</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i> T105–T125 Video: How Volcanoes Work T162–T163 Read Aloud: “The Big One” T164–T165</p> <p><b><u>Leveled Readers</u></b> Ocean Forces (Informational Text)</p>