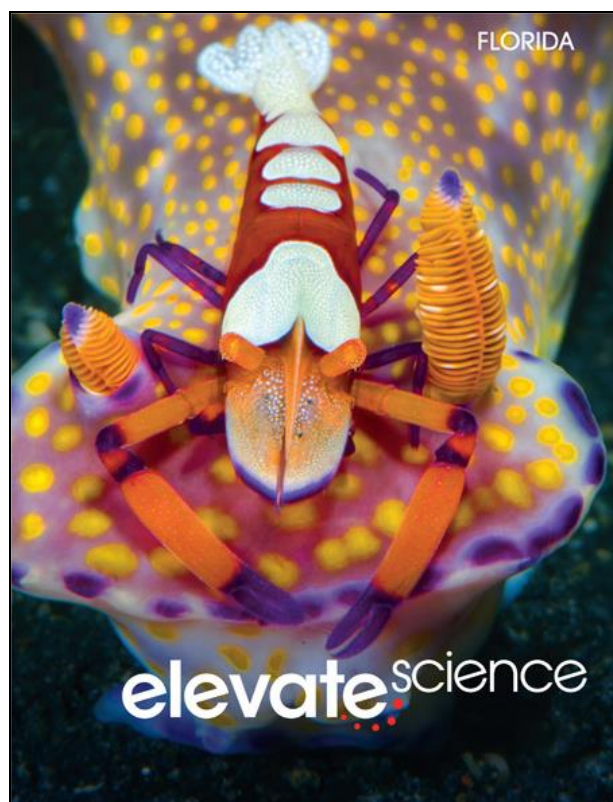


A Correlation of



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To the Florida Course Standards for Science Grade 5

**A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022
to the Florida Course Standards for Science
Grade 5**

Introduction

This document demonstrates how ***Florida myView Literacy, 2022*** and ***Florida Elevate Science, 2019*** meet the ***Florida Course Standards for Science***. Correlation page references are to the Student Edition, Teacher Edition and are cited by 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.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

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<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>SE/TE: Local-to-Global Connection, 6 Lights in the Night Sky, 8 Galaxies, 8-9 Visual Literacy Connection: What is the structure of a spiral galaxy?, 10-11</p>	<p>Students can explore this objective as they read the following: Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Read: from <i>Life on Earth—and Beyond</i>, T90–T109 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Social Studies, T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, T104 (Viking Spaceship on Mars) Unit 2: Leveled Readers: 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>SE/TE: uConnect Lab: How Big Is the Sun?, 4 Visual Literacy Connection: What is in our solar system?, 18-19 Quest Check-In Lab: What's inside the solar system?, 22-23 Gas Giants, 26 Jupiter: Gas Giant with Many Moons, 27 Saturn: A Planet with "Handles", 27 Visual Literacy Connection: How are the outer planets aligned?, 28-29 STEM Quest Check-In Lab: What planets are way out there?, 32</p>	<p>As students read the following, they can explore planets. Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Read: from <i>Life on Earth—and Beyond</i>, T90–T109 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Social Studies, T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, T104 (Viking Spaceship on Mars) Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p>

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<p>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>	<p>SE/TE: uConnect Lab: How Big Is the Sun?, 4 Our Star, 12 Visual Literacy Connection: What is in our solar system?, 18-19 Moons, 21 Quest Check-In Lab: What's inside the solar system?, 22-23 Visual Literacy Connection: How are the outer planets aligned?, 28-29 Comets and Asteroids, 31 STEM Quest Check-In Lab: What planets are way out there?, 32 Quest Findings: Keeping the Planets in Order, 34</p>	<p>Students can explore this objective as they read the following: Unit 1: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Social Studies, T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, T104 (Viking Spaceship on Mars) Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p>
<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>	<p>SE/TE: uInvestigate Lab: Where did that water come from?, 49 uBe a Scientist: Solid, Liquid, Gas, 51 Visual Literacy Connection: How does water cycle on earth?, 52-53 uBe a Scientist: Weather in a Bottle, 93</p>	<p>Unit 5: <u>Selections</u> Read Aloud: "Why Does Ice Float?" T88–T89 Read: from <i>Earth's Water Cycle</i>, T100–T117</p>
<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>	<p>SE/TE: Movement of Earth's Water, 51 Visual Literacy Connection: How does water cycle on earth?, 52-53 Where is Water?, 68</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Unit 5: <u>Selections</u> Read Aloud: "Why Does Ice Float?" T88–T89 Read: from <i>Earth's Water Cycle</i>, T100–T117 <u>Leveled Readers</u> Ocean Forces (Informational Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T07, T110 (Water Cycle)</p>

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<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>SE/TE: Barometric Pressure and Temperature, 92 Wind, 93 Visual Literacy Connection: Why do we use weather instruments, 94-95 Quest Check-In: Ski, Swim, or Sail, 97 Precipitation and Weather Conditions, 106 Quest Check-In: Sunny, Cloudy, or Rainy, 107 uDemonstrate Lab: How can you monitor the weather?, 140-141</p>	<p>Unit 1: <u>Selections</u> Read: from <i>Life on Earth—and Beyond</i>, T90–T109 Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: from <i>Far from Shore</i>, T32–T51 Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i>, T100–T117</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>SE/TE: uConnect Lab: How can you measure rainfall?, 88 Local-to-Global Connection, 100 Precipitation, 102 Rain, Snow, Sleet, and Hail, 103 Visual Literacy Connection: How does precipitation form?, 104-105 Precipitation and Weather Conditions, 106</p>	<p>Unit 1: <u>Leveled Readers</u> Matthew Henson: Arctic Explorer (Biography) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Social Studies, T92, T94 (Antarctica Climate) Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: from <i>Far from Shore</i>, T32–T51 Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i>, T100–T117</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>SE/TE: Land Features and Weather, 110 Mountains, 114 Deserts, 114</p>	<p>Unit 1: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Social Studies, T92, T94 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, T102 (Desert Climate) Cross-Curricular Perspectives: Social Studies, T103 (Gobi Desert) Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T226 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T290 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, T294 (Amazon Rain Forest) Unit 5: <u>Leveled Readers</u> 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>SE/TE: Connecting Concepts Toolbox: Earth's Systems and Patterns, 118 Climate, 118 Latitude, 118-119 Elevation, 120 uBe a Scientist: Compare Climate, 121 Bodies of Water, 121</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Leveled Readers: A System of Life (Informational Text) An Eye on Ecosystems (Informational Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T226 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T290 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, T294 (Amazon Rain Forest)</p>

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SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.	SE/TE: Staying Safe, 127 First Aid, 130 Have a Plan, 131 Visual Literacy Connection: How can you prepare for severe weather?, 128-129	Unit 2: <u>Instructional Content and Activities</u> Research Project: Survival Guide to a Natural Area, T460–T475 Unit 5: <u>Selections</u> Video: How Volcanoes Work T148–T149 Read Aloud: “The Big One” T150–T151
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.	SE/TE: The Respiratory System, 305 Skin, 318 The Brain, 324 Digestive System, 330 The Excretory System, 332 The Reproductive System, 333 uDemonstrate Lab: How do your sensory organs gather information?, 344-345	For supporting content please see: Unit 2: <u>Selections</u> Read Aloud: “You Are What You Eat” T272–T273 Leveled Readers: Eating Well (Informational Text)
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.	SE/TE: Functions of Plant Structures, 355 Visual Literacy Connection: What are the functions of internal leaf structures?, 356-357 The Structure and Function of Stems, 358 External Structures of a Plant, 364 Animal Structures for Support, 372 Structure of the Animal Heart, 373 How do lungs and gills compare, 374-375 uInvestigate Lab: How can you design a protective insect shell?, 379 Visual Literacy Connection: What do exoskeletons do?, 380-381	Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read Aloud: “Jellyfish: Valuable Slime” T20–T21 Map: Protecting Habitats T82–T83 Read Aloud: “The Manatees’ Future Is Looking Brighter” T84–T85 Read: <i>A Place for Frogs</i> , T96–T115 Read: “Tracking Monsters” (wild animals) T224–T239 Video: Saving Natural Habitats T270–T271 Leveled Readers: A System of Life (Informational Text) Animal Behaviors (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T44 (Dorsal fin on dolphins and sharks)

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<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>SE/TE: Changing Environments and Survival, 391</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Video: Saving Natural Habitats T270–T271 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T286 (Protecting Endangered Species) Research Project: Survival Guide to a Natural Area, T460–T475</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>SE/TE: Plant Adaptations to their Environment, 359 Investigate Lab: How are leaf coverings different?, 363 External Structures of a Plant, 364 Adaptations of Flowers, 368 Behaviors and Survival, 392</p>	<p>Unit 2: <u>Selections</u> Read: “Tracking Monsters” (wild animals) T224–T239 Leveled Readers: A System of Life (Informational Text) An Eye on Ecosystems (Informational Text) Fit for Survival (Informational Text) Animal Behaviors (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T34 (Coral Reef) Cross-Curricular Perspectives: Science, T226 (Desert Ecosystem) Cross-Curricular Perspectives: Science, T290 (Coral Reef Ecosystem)</p>

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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>SE/TE: uConnect Lab: Where does water flow... and how fast?, 46 uInvestigate Lab: How can you separate salt from water?, 67 uConnect Lab: What happens to mass when objects are mixed?, 146 uInvestigate Lab: How can you stop electric current?, 239 uInvestigate Lab: How do forces combine?, 281 Scientific Investigations, 412 uDemonstrate Lab: How does mass change when you make glop?, 210-211 STEM Quest Check-In Lab: How can you use energy in a toy?, 244-245 Reference Materials, EM1</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T174 (Observation) Compare Across Texts: Observations (Observe the World), T458–T459 Research Project: Survival Guide to a Natural Area, T460–T475 Unit 5: <u>Selections</u> Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235 <u>Instructional Content and Activities</u> Research Project: PSA Showing How People Can Help the Environment, T456–T471</p>

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<p>SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.</p>	<p>SE/TE: uInvestigate Lab: How are Distance and Brightness Related?, 7 uInvestigate Lab: How Hard Do Space Objects Hit Earth?, 25 uConnect Lab: How can you measure rainfall?, 88 uInvestigate Lab: How can you identify chemical changes?, 183 uConnect Lab: Where does the energy go?, 216 Investigations and Experiments, EM7</p>	<p>Students examine investigations with the following:</p> <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Marine Research) Cross-Curricular Perspectives: Science, T174 (Observation) Cross-Curricular Perspectives: Science, T234 (Tracking Animals) Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T18–T19 Read Aloud: “Geologists at Work” T20–T21</p>

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<p>SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.</p>	<p>SE/TE: ulnInvestigate Lab: Where did that water come from?, 49 ulnInvestigate Lab: What can happen to warm air?, 109 Comparing Results, EM2 Evaluate Investigations, EM9</p>	<p>Students examine the process of conducting experiments with the following:</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: “Tracking Monsters” (wild animals) T224–T239 <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Marine Research) Cross-Curricular Perspectives: Science, T174 (Observation)</p>
<p>SC.5.N.1.4 Identify a control group and explain its importance in an experiment.</p>	<p>SE/TE: ulnInvestigate Lab: How can you model how clouds form?, 101 Investigations and Experiments, EM7</p>	<p>Students examine the process of conducting experiments with the following:</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: “Tracking Monsters” (wild animals) T224–T239 <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction)</p>

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<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>SE/TE: Scientific Investigations, 412</p>	<p>Students examine investigations with the following:</p> <p>Unit 1: <u>Selections</u> Read Aloud: "Searching for Life Under the Sea" T78–T79</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: <i>Let Wild Animals Be Wild and Don't Release Animals Back to the Wild</i>, T284–T301</p> <p><u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Science in the Wild (Narrative Nonfiction)</p> <p><u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Marine Research) Cross-Curricular Perspectives: Science, T174 (Observation)</p>
<p>SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.</p>	<p>SE/TE: Empirical Evidence, EM4 Opinion, EM5</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19</p> <p><u>Leveled Readers</u> Making Observations (Informational Text) Space</p> <p><u>Instructional Content and Activities</u> Research Project: Survival Guide to a Natural Area, T460–T475</p> <p>Unit 5: <u>Selections</u> Read: "Let's Talk Trash" and "It's Time to Get Serious About Reducing Food Waste, Feds Say", T226–T235</p> <p><u>Instructional Content and Activities</u> Research Project: PSA Showing How People Can Help the Environment, T456–T471</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>SE/TE: Questions and Investigations, EM0 Empirical Evidence, EM4 Support Claims with Evidence, EM5</p>	<p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 <u>Leveled Readers</u> Making Observations (Informational Text) Space <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T174 (Observation) Compare Across Texts: Observations (Observe the World), T458–T459 Unit 5: <u>Instructional Content and Activities</u> Research Project: PSA Showing How People Can Help the Environment, T456–T471</p>
<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>SE/TE: Evaluate Investigations, EM9</p>	<p>Students examine investigations with the following:</p> <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Read Aloud: “Searching for Life Under the Sea” T78–T79 Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read: “Tracking Monsters” (wild animals) T224–T239 Read: <i>Let Wild Animals Be Wild and Don’t Release Animals Back to the Wild</i>, T284–T301 <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text)</p>

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(Continued) 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.		(Continued) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Marine Research) Cross-Curricular Perspectives: Science, T174 (Observation) Cross-Curricular Perspectives: Science, T234 (Tracking Animals) Compare Across Texts: Observations (Observe the World), T458–T459
SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	SE/TE: Temperature, 161 Mass and Volume, 161 Quest Check-In lab: How can you compare the properties of matter?, 164-165 Solids, 170 Liquids, 171 Gas, 172	For supporting content please see: Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T176 (Oxygen) Unit 5: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T230 (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.	SE/TE: Quest Check-In Lab: How do you know that matter is still there?, 155 Investigate Lab: Which properties are affected by temperature, 175 Solutions, 197 uBe a Scientist Kitchen Science, 201	For supporting content please see: Unit 5: <u>Selections</u> Poem: The Water Cycle T86–T87 Read Aloud: “Why Does Ice Float?” T88–T89 Read: from <i>Earth’s Water Cycle</i> , T100–T117 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T07, T110 (Water Cycle)

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<p>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.</p>	<p>SE/TE: ulnvestigate Lab: How can you separate a mixture?, 195 Mixtures, 196</p>	<p>For supporting content please see: Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T18–T19 Read Aloud: “Geologists at Work” T20–T21 Read: from <i>Rocks and Fossils</i>, T32–T55</p>
<p>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>	<p>SE/TE: ulnvestigate Lab: How can you detect matter without seeing it?, 149 Atoms, 150 Visual Literacy Connection: What is the matter?, 152-153</p>	<p>Unit 5: <u>Selections</u> Read: from <i>Rocks and Fossils</i>, T32–T55– The term “atoms” is used on pages T33, T34</p>
<p>SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.</p>	<p>SE/TE: ulnvestigate Lab: Which properties are affected by temperature?, 175 Changes in Temperature, 177 A Change of Physical State, 178 STEM Connection, 182 New Substances, 182, 184</p>	<p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Read: from <i>Life on Earth—and Beyond</i>, T90–T109 Unit 2: <u>Selections</u> Read: from <i>Far from Shore</i>, T32–T51 Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T18–T19 Read Aloud: “Why Does Ice Float?” T88–T89 Read: from <i>Earth’s Water Cycle</i>, T100–T117 <u>Leveled Readers</u> Ocean Forces (Informational Text)</p>

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<p>SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p>	<p>SE/TE: Visual Literacy Connection: What are some forms of energy?, 220-221 Mechanical Energy, 222 Sound, 224 Light, 225 Quest Check-In: Playing with Energy, 227 Electric Energy, 233 uDemonstrate Lab: Where did the energy go?, 252-253</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Beaufort Wind Scale) Unit 5: <u>Leveled Readers</u> Ocean Forces (Informational Text) Earth's Fury (Informational Text) Power Up! (Expository Text with Procedure) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Fossil Fuels) Cross-Curricular Perspectives: Science, T07, T110 (Water Cycle) Cross-Curricular Perspectives: Science, T230 (Methane Gas) Cross-Curricular Perspectives: Science, T286 (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>SE/TE: uConnect Lab: Where does the energy go?, 216 Visual Literacy Connection: What are some forms of energy?, 220-221 Mechanical Energy, 222 Question It!, 263</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Beaufort Wind Scale) Unit 5: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Fossil Fuels) Cross-Curricular Perspectives: Science, T07, T110 (Water Cycle) Cross-Curricular Perspectives: Science, T230 (Methane Gas)</p>

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<p>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.</p>	<p>SE/TE: uInvestigate Lab: How can a balloon help you understand charge?, 229 Electrical Charges, 232 Visual Literacy Connection: How do electric charges interact?, 230-231 Visual Literacy Connection: What are non-contact forces?, 264-265</p>	<p>Students examine the use of electricity with the following:</p> <p>Unit 1: <u>Selections</u> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T162 Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p>
<p>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.</p>	<p>SE/TE: Electric Energy, 233 Energy Flow in a Circuit, 241 Quest Findings: Fun and Flashy, 246 STEM Quest Check-In Lab: How can you use energy in a toy?, 244-245</p>	<p>Students examine the use of electricity with the following:</p> <p>Unit 1: <u>Selections</u> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T162 Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p>
<p>SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).</p>	<p>SE/TE: uInvestigate Lab: How can you stop electric current?, 239 Energy Flow in a Circuit, 241 Engineering Practice Toolbox Use a Model, 241 uBe a Scientist: Plan a Circuit, 242</p>	<p>Students examine the use of electricity with the following:</p> <p>Unit 1: <u>Selections</u> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T162 Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p>
<p>SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.</p>	<p>SE/TE: Insulators and Conductors, 240 Plan It!, 240</p>	<p>Students examine the use of electricity with the following:</p> <p>Unit 1: <u>Selections</u> Informational Text: Picturesque Journeys (Artist's Observations about Electrical Plants) T162 Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p>

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<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>	<p>SE/TE: uConnect Lab: How Do Things Move?, 258 Sports Connection, 260 uInvestigate Lab: What makes it move?, 261 Forces, 262 Newton's First Law, 273</p>	<p>For supporting content please see: Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Beaufort Wind Scale) Unit 5: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T46 (Movement Between Tectonic Plates)</p>
<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>	<p>SE/TE: Sports Connection, 260 Properties of Forces, 263 Changes in Motion, 272 Visual Literacy What is Newton's 2nd Law, 274-275 Quest Check-In: How Do Forces Work Together?, 286</p>	<p>For supporting content please see: Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Beaufort Wind Scale) Unit 5: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T46 (Movement Between Tectonic Plates)</p>
<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>	<p>SE/TE: Visual Literacy Connection: What is Newton's 2nd Law, 274-275 Quest Connection, 276</p>	<p>For supporting content please see: Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Beaufort Wind Scale) Unit 5: <u>Selections</u> Video: How Volcanoes Work T148–T149</p>

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<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>SE/TE: uBe a Scientist: Balancing Act, 285 Balanced Forces, 285</p>	<p>For supporting content please see: Unit 5: <u>Leveled Readers</u> Ocean Forces (Informational Text) Power Up! (Expository Text with Procedure) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T230 (Methane Gas)</p>
<p><u>LAFS.5.RI.1.3</u> 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.</p>	<p>This objective is addressed throughout. See the following, for example: SE/TE: uInvestigate Lab: Where did that water come from?, 49 Connecting Concepts Toolbox: Energy and Matter, 50 Connecting Concepts Toolbox: Patterns, 110 Connecting Concepts Toolbox: Earth’s Systems and Patterns, 118 Connecting Concepts Toolbox: Stability and Change, 162 Curriculum Connection, 228, 270, 302, 378 Connecting Concepts Toolbox: Structure and Function, 325</p>	<p>Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see: Unit 2: <u>Selections</u> Map: Protecting Habitats T82–T83 Video: Saving Natural Habitats T270–T271 Unit 5: <u>Selections</u> Video: How Volcanoes Work T148–T149 Diagram: Waste Is a Problem T212–T213 Map: How People Influence Natural Systems T266–T267</p>
<p><u>LAFS.5.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>This objective is addressed throughout. See the following, for example: SE/TE: Lights in the Night Sky, 8 Movements of the Earth’s Water, 51 Barometric Pressure and Temperature, 92 Topic 3 Assessment, #1, 136 Atoms, 150 Topic 4 Assessment, #2, 206 Electric Energy, 233 Topic 5 Assessment, #1, 248 Forces, 262 Tissues, Organs, and Organ Systems, 304 Topic 7 Assessment, #1, 340</p>	<p>Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see: Unit 1: <u>Selections</u> Read: from <i>Life on Earth—and Beyond</i>, T90, T108 Unit 2: <u>Selections</u> Read: <i>A Place for Frogs</i>, T96, T114 Unit 5: <u>Selections</u> Read: from <i>Rocks and Fossils</i>, T32, T54 Read: <i>People Should Manage Nature</i>, T280, T296</p>

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<p><u>LAFS.5.RI.4.10</u> 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.</p>	<p>SE/TE: Literacy Connection: Use Text Features, 5 Literacy Toolbox: Use Text Features, 9 Literacy Connection: Draw Conclusions, 47 Literacy Toolbox: Draw Conclusions, 54 Literacy Connection: Use Evidence from Text, 89 Reading Check: Use Evidence from Text, 90 Reading Check: Cite Evidence from Text, 197 Literacy Connection: Sequence, 217 Literacy Connection: Cause and Effect, 259</p>	<p>myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see:</p> <p>Unit 1: <u>Leveled Readers</u> Flight (Informational Text)</p> <p>Unit 2: <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) An Eye on Ecosystems (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> The Changing Earth (Informational Text) Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Ocean Forces (Informational Text)</p>

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<p><u>LAFS.5.SL.1.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. 	<p>SE/TE: Solve it with Science: What if climate changed greatly, 133 uInvestigate lab: How does force change motion?, 271 uEngineer It! Build: 310-311 STEM Quest Check-In Lab: Are you off balance?, 326-327 STEM uInvestigate Lab: How can you design a protective insect shell?, 379</p> <p>TE Only: Focus on Mastery: Constructing Explanations, 17, 167 Focus on Mastery: Designing Solutions, 67 21st Century Skills: Research and Interpersonal Skills, 114 21st Century Skills: Problem Solving and Reasoning, 191 21st Century Skills: Research and Collaboration, 317 21st Century Skills: Critical Thinking, 335</p>	<p>Listening Comprehension & Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see:</p> <p>Unit 1: <u>Selections</u> Read Aloud: "Searching for Life Under the Sea" T78–T79 Read: from <i>Life on Earth—and Beyond</i>, T108–T109</p> <p>Unit 2: <u>Selections</u> Read Aloud: "The Manatees' Future Is Looking Brighter" T84–T85 Read Aloud: "Armadillos of North America" T212–T213 Read: <i>Let Wild Animals Be Wild and Don't Release Animals Back to the Wild</i>, T300–T301</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Geologists at Work" T20–T21 Read Aloud: "Deforestation Must Be Controlled" T268–T269 Read: <i>People Should Manage Nature</i>, T296–T297</p>
<p><u>LAFS.5.W.3.8</u> 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.</p>	<p>TE Only: 21st Century Skills: Research and Communication, 55 21st Century Skills: Using Technology to Communicate, 75 21st Century Skills: Research and Interpersonal Skills, 114 21st Century Skills: Research and Communicate, 119 21st Century Skills: Research and Critical Thinking, 134 21st Century Skills: Critical Thinking, 225, 335 21st Century Skills: Research and Collaboration, 317 21st Century Skills: Interpersonal and Collaborative Skills, 377</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Compare Across Texts: Observations (Observe the World), T458–T459 Research Project: Survival Guide to a Natural Area, T460–T475</p> <p>Unit 5: <u>Instructional Content and Activities</u> Compare Across Texts: Systems, T454–T455 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T456–T471</p>

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<p><u>LAFS.5.W.3.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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]”).</p>	<p>SE/TE: Literacy Connection: Use Text Features, 5 LOCAL-TO-GLOBAL Connection, 6 Career Connection: Astronomical Technicians, 35 Literacy Connection: Use Evidence from Text, 89 Curriculum Connection: 124, 270, 352 Extreme Science: Look Out for Flying Rocks!, 181 Literacy Connection: Sequence, 217 Sports Connection, 218 Engineering Connection, 280 Extreme Science: Solar Sailing, 287 Literacy Connection: Main Idea and Details, 301</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Respond and Analyze, T50–T51, T114–T115, T300–T301 Compare Across Texts: Observations (Observe the World), T458–T459 Research Project: Survival Guide to a Natural Area, T460–T475 Unit 5: <u>Instructional Content and Activities</u> Respond and Analyze, T54–T55, T116–T117 Compare Across Texts: Systems, T454–T455 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T456–T471</p>
<p><u>MAFS.5.G.1.1</u> 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).</p>	<p>For supporting content, please see: SE/TE: Math Toolbox: Line Graphs, 92</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p><u>MAFS.5.MD.2.2</u> 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. <i>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.</i></p>	<p>For supporting content, please see: SE/TE: Math Toolbox: Line Graphs, 92</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p>SE/TE: Sports Connection, 48 Quest Connection, 54 Lesson 3 Check, Explain, 73 Quest Check-In: Sunny, Cloudy, or Rainy, 107 Quest Check-In Lab, How Can You Define the Climate of a Location, 122 Visual Literacy Connection: When Is a Mixture Also a Solution, 198-199 Quest Connection, 306 Curriculum Connection, 352</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Read: <i>A Place for Frog</i>- ELL Targeted Support, T101, T104</p> <p>Unit 5: <u>Instructional Content and Activities</u> Read: from <i>Rocks and Fossils</i>- ELL Targeted Support, T36, T44 Read: from <i>Earth's Water Cycle</i>- ELL Targeted Support, T102, T106</p>

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<p><u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.</p>	<p>SE/TE: Sports Connection, 16 Local-to-Global Connection, 66 STEM Connection, 108 Engineering Connection, 148 Curriculum Connection, 194 Sports Connection, 16 Engineering Connection, 386</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Read: <i>A Place for Frog</i>-ELL Targeted Support, T101, T104 Unit 5: <u>Instructional Content and Activities</u> Read: from <i>Rocks and Fossils</i>-ELL Targeted Support, T36, T44 Read: from <i>Earth's Water Cycle</i>-ELL Targeted Support, T102, T106</p>
<p><u>HE.5.C.1.5</u> Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p>	<p>SE/TE: uConnect Lab: Which body parts work together to do a task, 300 Quest Connection, 306 Skeletal System, 314 Lesson 2 Check, #1, #2 uInvestigate Lab: Which parts of the body are more sensitive?, 321 Visual Literacy Connection: What are sensory organs?, 322-323 uInvestigate Lab: How are intestines arranged inside your body?, 329 How Nutrients Get to Parts of the Body, 331 Reproductive System, 333</p>	<p>Teachers can introduce this concept with the following:</p> <p>Unit 5 <u>Instructional Content and Activities</u> First Read-Respond, T108 (waste vapor and sweat)</p>

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<p>MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.</p>	<p>SE/TE: uEngineer It! Model: What's with the dust?, 14-15 STEM Math Connection: How many Earths can line up across the sun?, 33 uEngineer It Improve: The Goal is Zero!, 98 Math Toolbox: Calculate, 103 Math Toolbox: Calculate Distance, 225 STEM Math Connection: Calculate, 235 uEngineer It, Improve: Heat of the Action, 236 Math Toolbox: Add and Subtract, 284 Math Toolbox: Compare Amounts, 373</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>MAFS.K12.MP.2.1 Reason abstractly and quantitatively.</p>	<p>SE/TE: Visual Literacy Connection: What is the structure of a spiral galaxy?, 10-11 STEM Math Connection: How many Earths can line up across the sun?, 33 Model It!, 63 uEngineer It, Improve: The Goal Is Zero!, 98 uInvestigate Lab: How can you detect matter without seeing it?, 149 STEM Math Connection: Calculate, 235 Math Toolbox: Add and Subtract, 284 Math Toolbox: Compare Amounts, 373</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.</p>	<p>For supporting content, please see: SE/TE: uConnect Lab: How big is the sun?, 4 Quest Check-In Lab: What's inside the solar system, 22-23 STEM uDemonstrate Lab: How can water move upward?, 82-83 uInvestigate Lab: What can happen to warm air?, 109 STEM Quest Check-In Lab: How do you know that matter is still there?, 155 uInvestigate Lab: Which properties are affected by temperature?, 175 STEM Quest Check-In Lab: How can you use energy in a toy?, 244-245 uEngineer It! Model: Eye See You!, 394-395</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>MAFS.K12.MP.4.1 Model with mathematics.</p>	<p>SE/TE: STEM Math Connection: How many Earths can line up across the sun?, 33 uEngineer It, Improve: The Goal Is Zero!, 98 Math Toolbox: Calculate, 103 Math Toolbox: Calculate Distance, 225 STEM Math Connection: Calculate, 235 Math Toolbox: Add and Subtract, 284 Math Toolbox: Compare Amounts, 373</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>MAFS.K12.MP.5.1 Use appropriate tools strategically.</p>	<p>SE/TE: Quest Check-In Lab: What's inside the solar system?, 22-23 STEM Quest Check-In Lab: How do we filter water?, 64-65 uInvestigate Lab: How can you model how clouds form?, 101 uInvestigate Lab: How can you detect matter without seeing it?, 149 Quest Check-In Lab: How can you make a new and improved formula?, 202-203 Quest Check-In Lab: How fast does it fall?, 268-269 uDemonstrate Lab: Why do things move?, 294-295 uInvestigate Lab: Which parts of the body are more sensitive, 321 uDemonstrate Lab: How do your Eye, Ear, Tongue, Nose, Skin gather information?, 344-345 Quest Check-In Lab: How can you observe a plants vascular system in action?, 360-361</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>MAFS.K12.MP.6.1 Attend to precision.</p>	<p>SE/TE: uInvestigate Lab: How are distance and brightness related?, 7 Model It!, 63 uInvestigate Lab: What's with the weather?, 91 Quest Check-In Lab: How can you define the climate of a location?, 122-123 Visual Literacy Connection: Is matter conserved? 188-189 Quest Check-In Lab: How can you make a new and improved formula., 202-203 Keeping Records, EM3</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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MAFS.K12.MP.7.1 Look for and make use of structure.	SE/TE: Engineering Connection, 362 uInvestigate Lab: How are leaf coverings different?, 363 Quest Connection, 365 Visual Literacy Connection: Which structures do flower plants use to reproduce?, 366-367 Quest Check-In: Throwing Seeds Around, 369 uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 371 Quest Connection, 372 Visual Literacy Connection: What do exoskeletons do?, 380-381	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	SE/TE: uConnect Lab: How big is the sun?, 4 uInvestigate Lab: How can climate affect soil?, 117 Quest Check-In Lab: How can you compare properties of matter?, 164-165 STEM Quest Check-In Lab: How can you use energy in a toy?, 244-245 Quest Check-In Lab: How fast does it fall, 268-269	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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