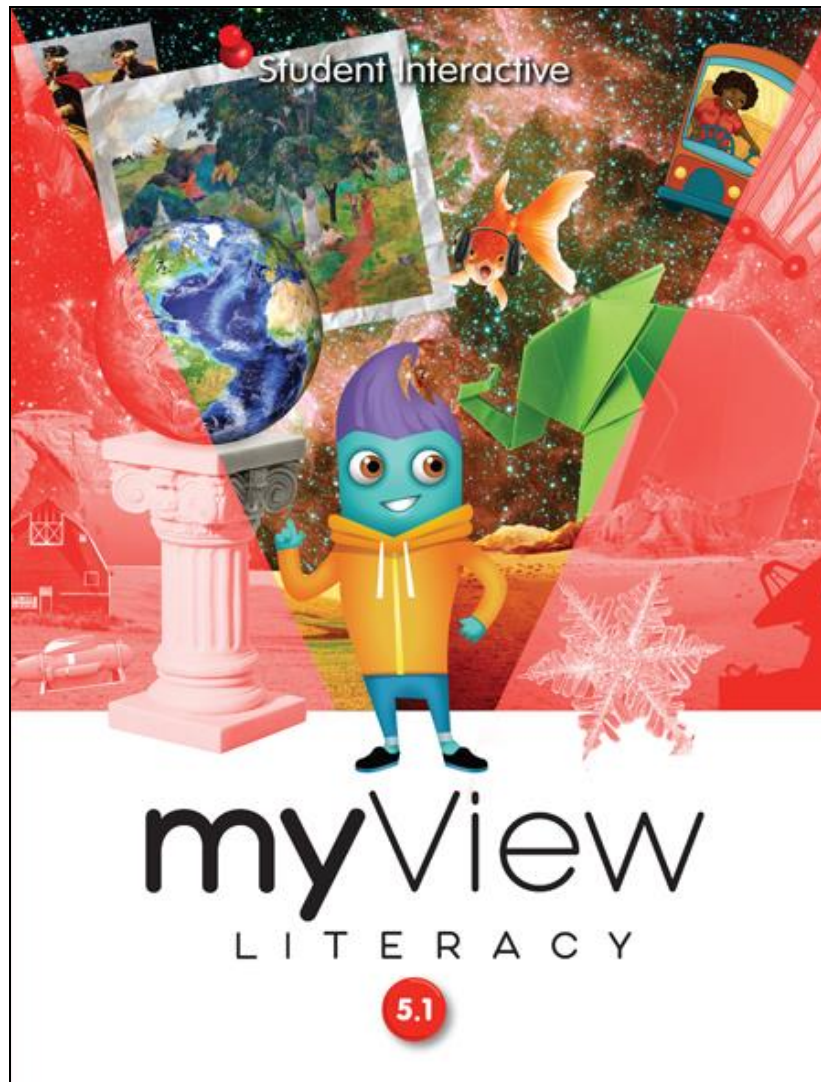


A Correlation of



Grade 5 ©2020

To

**Nebraska's College and Career Ready
Standards for Science 2017**

**A Correlation of myView ©2020, Grade 5 to
Nebraska’s College and Career Ready Standards for Science 2017**

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets **Nebraska’s College and Career Ready for Science 2017**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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Nebraska’s College and Career Ready Standards for Science 2017 Grade 5	myView Literacy Grade 5, ©2020
SC.5.3 Structure and Properties of Matter	
SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.	
SC.5.3.1.A Develop a model to describe that matter is made of particles too small to be seen.	For supporting content please see: Unit 5: Cross-Curricular Perspectives: Science, T110
SC.5.3.1.B Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T176 Unit 5: First Read: Connect, T44
SC.5.3.1.C Make observations and measurements to identify materials based on their properties.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T174 First Read: Respond, T176
SC.5.3.1.D Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.5.8 Matter and Energy in Organisms and Ecosystems	
SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.	
SC.5.8.2.A Use models to describe that energy in animals’ food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T41
SC.5.8.2.B Support an argument that plants get the materials they need for growth chiefly from air and water.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T41
SC.5.8.2.C Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T288, T290 First Read: Generate Questions, T291

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SC.5.11 Space Systems: Earth’s Stars and Solar System	
SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth’s stars and solar system.	
SC.5.11.3.A Support an argument that the gravitational force exerted by Earth on objects is directed down.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.5.11.3.B Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.5.11.3.C Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.5.13 Earth’s Systems	
SC.5.13.4 Gather and analyze data to communicate understanding of Earth’s systems.	
SC.5.13.4.A Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	For supporting content please see: Unit 5: First Read: Respond, T50, T105, T108 Close Read: Make Connections, T50 Interact with Sources: Explore the Poem, T86-T87 Close Read: Interpret Text Features, T105, T106, T112 First Read: Notice, T106 Cross-Curricular Perspectives: Science, T110
SC.5.13.4.B Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	For supporting content please see: Unit 2: Cross-Curricular Perspectives: Science, T98 Unit 5: First Read: Notice, T114 Close Read: Interpret Text Features, T114

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<p style="text-align: center;">Nebraska’s College and Career Ready Standards for Science 2017 Grade 5</p>	<p style="text-align: center;">myView Literacy Grade 5, ©2020</p>
<p>SC.5.13.4.C Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Unit 2: Interact with Sources: Explore the Map, T82-T83 Listening Comprehension: Informational Text, T84-T85 Spotlight on Genre: Informational Text, T86-T87 Interact with Sources: Explore the Primary Sources, T210-T211 Cross-Curricular Perspectives: Science, T228, T233, T234, T286, T290, T294, T296 Reflect and Share: Write to Sources, T260 Interact with Sources: Explore the Video, T270-T271 First Read: Notice, T286, T287 Synthesize Information, T314-T315</p> <p>Unit 5: Interact with Sources: Explore the Diagram, T212-T213 Listening Comprehension: Informational Text, T214-T215 Close Read: Monitor Comprehension, T229 Interact with Sources: Explore the Map, T266-T267 Listening Comprehension: Argumentative Text, T268-T269 Close Read: Analyze Argumentative Texts, T288 First Read: Notice, T294 Cross-Curricular Perspectives: Science, T294</p>
<p>SC.5.13.4.D Define a simple design problem that can be solved by applying scientific ideas about the conservation of fresh water on Earth.</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>SC.5.13.4.E Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p>For supporting content please see: Unit 2: Listening Comprehension: Realistic Fiction, T148-T149 Unit 4: First Read: Generate Questions, T299 First Read: Respond, T301</p>