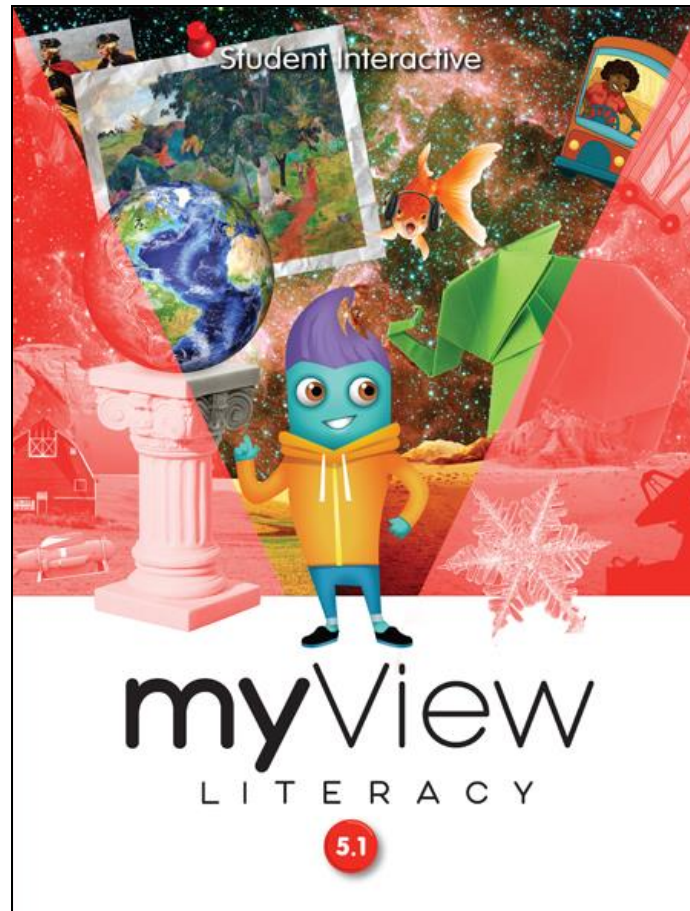


A Correlation of



Grade 5, ©2020

To the

Next Generation Science Standards

(NGSS)

Grade 5

A Correlation of myView Literacy, Grade 5, ©2020 to the Next Generation Science Standards, Grade 5

Introduction

This document demonstrates how *myView Literacy, ©2020* supports the *Next Generation Science Standards*. 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.

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

Table of Contents

| | |
|--|-----------|
| Grade 5 (PE) Performance Expectations | 4 |
| Grade 5 (DCI) Disciplinary Core Ideas..... | 16 |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| 5 - Next Generation Science Standards Criteria, Grade 5 (PE) Performance Expectations | |
| (5-PS1) Structure and Properties of Matter | |
| (5-PS1-1) Develop a model to describe that matter is made of particles too small to be seen. | <p>For supporting content please see:</p> <p>Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |
| (5-PS1-2) 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. | <p>Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i> T105–T125 Diagram: Waste Is a Problem T232–T233 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| <p>(5-PS1-3) Make observations and measurements to identify materials based on their properties.</p> | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T113 (Fungus) Cross-Curricular Perspectives: Science, T179 (Flint Rock) Cross-Curricular Perspectives: Science, T186 (Oxygen) Compare Across Texts: Observations (Observe the World), T362–T363 Unit 5: <u>Selections</u> Read: <i>Rocks and Fossils</i>, T31–T51 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Minerals) Cross-Curricular Perspectives: Science, T41 (Sandstone) Cross-Curricular Perspectives: Science, T49 (Limestone) Cross-Curricular Perspectives: Science, T189 (Fossils)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|--|---|
| <p>(5-PS1-4) Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> | <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |
| <p>(5-PS3) Matter and Energy in Organisms and Ecosystems</p> | |
| <p>(5-PS3-1) Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> | <p>Unit 2: <u>Selections</u> Read Aloud: "Jellyfish: Valuable Slime" T22–T23 Read: <i>A Place for Frogs</i>, T101–T117 Video: Saving Natural Habitats T296–T297 Read Aloud: "You Are What You Eat" T298–T299</p> <p><u>Leveled Readers</u> Eating Well (Informational Text) A System of Life (Informational Text) Trapped in Carnivorous Plants (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source)</p> <p>Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T249 (Food Spoilage)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|---|--|
| <p>(5-LS1-1) Support an argument that plants get the materials they need for growth chiefly from air and water.</p> | <p>Unit 2: <u>Selections</u> Read Aloud: "Jellyfish: Valuable Slime" T22–T23 <u>Leveled Readers</u> Trapped in Carnivorous Plants (Expository Text) An Eye on Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T113 (Fungus) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T244 (Saguaro Cactus) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest) Unit 5: <u>Leveled Readers</u> Tropical Rain Forests (Informational Text) How Do We Feed the World? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Biodiversity)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| <p>(5-LS2-1) Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Map: Protecting Habitats, T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Read: <i>A Place for Frogs</i>, T101–T117 Video: Saving Natural Habitats, T296–T297 Read Aloud: “You Are What You Eat” T298–T299 <u>Leveled Readers</u> Eating Well (Informational Text) A System of Life (Informational Text) Trapped in Carnivorous Plants (Expository Text) An Eye on Ecosystems (Informational Text) Fit for Survival (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T106 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source) Unit 5: <u>Selections</u> Diagram: Waste Is a Problem, T232–T233 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems T292–T293 Read: <i>People Should Manage Nature</i>, T303–T317 <u>Leveled Readers</u> Earth: The Ripple Effect (Expository Text) How Do We Feed the World? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Biodiversity)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|--|--|
| <p>(5-ESS2) Earth's Systems</p> | |
| <p>(5-ESS2-1) Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> | <p>Unit 1: <u>Leveled Readers</u> Incredible Journeys (Narrative Nonfiction) Everest, Desert travels, Ice, Sea <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T98 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, T106 (Desert Climate) Cross-Curricular Perspectives: Social Studies, T107 (Gobi Desert) Unit 5: <u>Selections</u> Poem: The Water Cycle, T94–T95 Read: from <i>Earth's Water Cycle</i>, T105–T125 Video: How Volcanoes Work, T162–T163 Read Aloud: “Deforestation Must Be Controlled” T294–T295 <u>Leveled Readers</u> Flood! (Realistic Fiction) The Changing Earth (Informational Text) Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Ocean Forces (Informational Text) Earth's Changing Landscape (Expository Text) Earth's Fury (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates) Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, UT49 (Limestone) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle) Cross-Curricular Perspectives: Science, T316 (Protect against Natural Hazards)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| <p>(5-ESS2-2) Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Read: <i>Far from Shore</i>, T31–T47 Read: <i>A Place for Frogs</i>, T101–T117 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Coral Reef) Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T102 (Fresh Water) Unit 5: <u>Selections</u> Poem: The Water Cycle, T94–T95 Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i>, T105–T125 <u>Leveled Readers</u> Flood! (Realistic Fiction) Ocean Forces (Informational Text) Saving the Great Lakes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, T49 (Limestone) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|--|--|
| <p>(5-ESS3-1) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Map: Protecting Habitats T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Video: Saving Natural Habitats, T296–T297 Read: <i>Let Wild Animals Be Wild</i> and <i>Don’t Release Animals Back to the Wild</i>, T307–T321 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T308 (Protecting Endangered Species) Unit 5: <u>Selections</u> Diagram: Waste Is a Problem, T232–T233 Read Aloud: “The Problem with Palm Oil” T234–T235 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems, T292–T293 Read Aloud: “Deforestation Must Be Controlled” T294–T295 Read: <i>People Should Manage Nature</i>, T303–T317 <u>Leveled Readers</u> Earth: The Ripple Effect (Expository Text) How Do We Feed the World? (Informational Text) Protecting Our Planet (Informational Text) Saving the Great Lakes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T246 (Methane Gas) Cross-Curricular Perspectives: Science, T249 (Food Spoilage) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (5-PS2) Space Systems: Stars and the Solar System | |
| (5-PS2-1) Support an argument that the gravitational force exerted by Earth on objects is directed down. | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p><u>Leveled Readers</u> Flight (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p>Unit 5: <u>Selections</u> Read: from <i>Earth's Water Cycle</i> (Gravity's Effect on Water) T105–T125</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Gravity's Effect on Sedimentary Strata)</p> |
| (5-ESS1-1) Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. | <p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p>Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| <p>(5-ESS1-2) Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> | <p>For supporting content please see: Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111 Latitude Longitude Dreams, T240 Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16 Unit 4: <u>Selections</u> The North Star, T22 Unit 5: <u>Leveled Readers</u> Mission to the Stars (Informational Text)</p> |
| <p>(3-5-ETS1) 3-5 Engineering Design</p> | |
| <p>(3-5-ETS1-1) 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: <u>Selections</u> Read Aloud: “A Pinhole Camera” T162–T16 <u>Leveled Readers</u> Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text) Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text) Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| <p>(3-5-ETS1-2) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> | <p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i>, T95–T111 <u>Leveled Readers</u> Flight (Informational Text)</p> <p>Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” T162–T16 <u>Leveled Readers</u> Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text)</p> <p>Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|---|---|
| <p>(3-5-ETS1-3) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> | <p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21</p> <p><u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text) Science in the Wild (Narrative Nonfiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34 (Marine Research) Compare Across Texts: Observations (Observe the World), T362–T363</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23</p> <p><u>Leveled Readers</u> How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| Next Generation Science Standards Criteria Grade 5 (DCI) Disciplinary Core Ideas | |
| (K-5-PS1-A) Structure and Properties of Matter | |
| (K-5-PS1-A-1) Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1) | <p>For supporting content please see:</p> <p>Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |
| (K-5-PS1-A-2) The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) | <p>Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Why Does Ice Float?" T96–T97 Read: from <i>Earth's Water Cycle</i>, T105–T125 Diagram: Waste Is a Problem, T232–T233</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| <p>(K-5-PS1-A-3) Measurements of a variety of properties can be used to identify materials.</p> | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 <u>Leveled Readers</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T113 (Fungus) Cross-Curricular Perspectives: Science, T179 (Flint Rock) Cross-Curricular Perspectives: Science, T186 (Oxygen) Compare Across Texts: Observations (Observe the World), T362–T363</p> <p>Unit 5: <u>Selections</u> Read: <i>Rocks and Fossils</i> T31–T51 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Minerals) Cross-Curricular Perspectives: Science, T41 (Sandstone) Cross-Curricular Perspectives: Science, T49 (Limestone) Cross-Curricular Perspectives: Science, T189 (Fossils)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| (K-5-PS1-B) Chemical Reactions | |
| (K-5-PS1-B-1) When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) | <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |
| (K-5-PS1-B-2) No matter what reaction or change in properties occurs, the total weight of the substances does not change. | <p>Unit 2: <u>Leveled Readers</u> Instruments of Science (Expository Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Why Does Ice Float?" T96–T97 Read: from <i>Earth's Water Cycle</i>, T105–T125 Diagram: Waste Is a Problem, T232–T233</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-PS2-B) Types of Interactions | |
| (K-5-PS2-B-1) The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (5-PS2-1) | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p><u>Leveled Readers</u> Flight (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p>Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i> (Gravity’s Effect on Water) T105–T125</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Gravity’s Effect on Sedimentary Strata)</p> |
| (K-5-PS3-D) Energy in Chemical Processes and Everyday Life | |
| (K-5-PS3-D-1) The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1) | <p>Unit 2: <u>Selections</u> Read Aloud: “Jellyfish: Valuable Slime” T22–T23</p> <p><u>Leveled Readers</u> Trapped in Carnivorous Plants (Expository Text) An Eye on Ecosystems (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T113 (Fungus) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T244 (Saguaro Cactus) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (Continued) | (Continued) Unit 5: <u>Leveled Readers</u> Tropical Rain Forests (Informational Text) How Do We Feed the World? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Biodiversity) |
| (K-5-LS1-C) Organization for Matter and Energy Flow in Organisms | |
| (K-5-LS1-C-1) Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. | Unit 2: <u>Selections</u> Read Aloud: "Jellyfish: Valuable Slime" T22-T23 Read: <i>A Place for Frogs</i> , T101-T117 Video: Saving Natural Habitats, T296-T297 Read Aloud: "You Are What You Eat" T298-T299 <u>Leveled Readers</u> Eating Well (Informational Text) A System of Life (Informational Text) Trapped in Carnivorous Plants (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source) Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T249 (Food Spoilage) |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|---|--|
| <p>(K-5-LS1-C-2) Plants acquire their material for growth chiefly from air and water. (5-LS1-1)</p> | <p>Unit 2: <u>Selections</u> Read Aloud: “Jellyfish: Valuable Slime” T22–T23 <u>Leveled Readers</u> Trapped in Carnivorous Plants (Expository Text) An Eye on Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T113 (Fungus) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T244 (Saguaro Cactus) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source) Cross-Curricular Perspectives: Science, T316 (Amazon Rain Forest) Unit 5: <u>Leveled Readers</u> Tropical Rain Forests (Informational Text) How Do We Feed the World? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Biodiversity)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-LS2-A) Interdependent Relationships in Ecosystems | |
| (K-5-LS2-A-1) The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) | <p>Unit 2: <u>Selections</u> Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Read: <i>A Place for Frogs</i>, T101–T117 Video: Saving Natural Habitats, T296–T297 Read Aloud: “You Are What You Eat” T298–T299</p> <p><u>Leveled Readers</u> Eating Well (Informational Text) A System of Life (Informational Text) Trapped in Carnivorous Plants (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, T186 (Oxygen) Cross-Curricular Perspectives: Science, T310 (Plants as Food Source)</p> <p>Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T249 (Food Spoilage)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-LS2-B) Cycles of Matter and Energy Transfer in Ecosystems | |
| (K-5-LS2-B-1) Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Map: Protecting Habitats, T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Read: <i>A Place for Frogs</i>, T101–T117 Video: Saving Natural Habitats, T296–T297 Read Aloud: “You Are What You Eat” T298–T299</p> <p><u>Leveled Readers</u> Eating Well (Informational Text) A System of Life (Informational Text) Trapped in Carnivorous Plants (Expository Text) An Eye on Ecosystems (Informational Text) Fit for Survival (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T106 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, UT310 (Plants as Food Source)</p> <p>Unit 5: <u>Selections</u> Diagram: Waste Is a Problem, T232–T233 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems, T292–T293 Read: <i>People Should Manage Nature</i>, T303–T317</p> <p><u>Leveled Readers</u> Earth: The Ripple Effect (Expository Text) How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T246 (Methane Gas) Cross-Curricular Perspectives: Science, T249 (Food Spoilage)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| (K-5-ESS1-A) The Universe and its Stars | |
| (K-5-ESS1-A-1) The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1) | <p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars)</p> <p>Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16</p> |
| (K-5-ESS1-B) Earth and the Solar System | |
| (K-5-ESS1-B-1) The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2) | <p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111 Latitude Longitude Dreams, T240</p> <p>Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16</p> <p>Unit 4: <u>Selections</u> The North Star, T22</p> <p>Unit 5: <u>Leveled Readers</u> Mission to the Stars (Informational Text)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|--|---|
| <p>(K-5-ESS2-A) Earth Materials and Systems</p> | |
| <p>(K-5-ESS2-A-1) Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)</p> | <p>Unit 1: <u>Leveled Readers</u> Incredible Journeys (Narrative Nonfiction) Everest, Desert travels, Ice, Sea <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T98 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, T106 (Desert Climate) Cross-Curricular Perspectives: Social Studies, T107 (Gobi Desert) Unit 5: <u>Selections</u> Poem: The Water Cycle, T94–T95 Read: from <i>Earth’s Water Cycle</i>, T105–T125 Video: How Volcanoes Work, T162–T163 Read Aloud: “Deforestation Must Be Controlled” T294–T295 <u>Leveled Readers</u> Flood! (Realistic Fiction) The Changing Earth (Informational Text) Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Ocean Forces (Informational Text) Earth’s Changing Landscape (Expository Text) Earth’s Fury (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates) Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, T49 (Limestone) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle) Cross-Curricular Perspectives: Science, T316 (Protect against Natural Hazards)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (K-5-ESS2-C) The Roles of Water in Earth's Surface Processes | |
| (K-5-ESS2-C-1) Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5- ESS2-2) | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Read: <i>Far from Shore</i>, T31–T47 Read: <i>A Place for Frogs</i>, T101–T117</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Coral Reef) Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T102 (Fresh Water)</p> <p>Unit 5: <u>Selections</u> 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><u>Leveled Readers</u> Flood! (Realistic Fiction) Ocean Forces (Informational Text) Saving the Great Lakes (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, T49 (Limestone) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-ESS3-C) Human Impacts on Earth Systems | |
| (K-5-ESS3-C-1) Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) | <p>Unit 2: <u>Selections</u> Map: Protecting Habitats, T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Video: Saving Natural Habitats T296–T297 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i>, T307–T321</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T308 (Protecting Endangered Species)</p> <p>Unit 5: <u>Selections</u> Diagram: Waste Is a Problem T232–T233 Read Aloud: “The Problem with Palm Oil” T234–T235 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems T292–T293 Read Aloud: “Deforestation Must Be Controlled” T294–T295 Read: <i>People Should Manage Nature</i>, T303–T317</p> <p><u>Leveled Readers</u> Protecting Our Planet (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T246 (Methane Gas) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-ETS1-A) Defining and Delimiting Engineering Problems | |
| (K-5-ETS1-A-1) Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1) | <p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i> T95–T111 <u>Leveled Readers</u> Flight (Informational Text)</p> <p>Unit 2: <u>Selections</u> Read Aloud: “A Pinhole Camera” T162–T16 <u>Leveled Readers</u> Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text)</p> <p>Unit 5: <u>Leveled Readers</u> How Do We Feed the World? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |
| (K-5-ETS1-B) Developing Possible Solutions | |
| (K-5-ETS1-B-1) Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2) | <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T20–T21 <u>Leveled Readers</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Marine Research) Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|--|--|
| <p>(K-5-ETS1-B-2) At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)</p> | <p>Unit 2: <u>Leveled Readers</u> Making Observations (Informational Text) Space <u>Activities and Supplemental Material</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>Unit 3: <u>Activities and Supplemental Material</u> Research Project: Write About a Hero, T352–T367</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” T243–T249 <u>Activities and Supplemental Material</u> Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| <p>(K-5-ETS1-B-3) Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</p> | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T20–T21</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Selections</u> 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 Map: How People Influence Natural Systems, T292–T293 Read: <i>People Should Manage Nature</i>, T303–T317</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (K-5-ETS1-C) Optimizing the Design Solution | |
| (K-5-ETS1-C-1) Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3) | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T20–T21</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Selections</u> 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 Map: How People Influence Natural Systems T292–T293 Read: <i>People Should Manage Nature</i>, T303–T317</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| (SEP) Science and Engineering Practices | |
| (3-5-SEP-1) Asking Questions and Defining Problems | |
| (3-5-SEP-1.e) Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. | <p>Teachers can use the following material to address this objective:</p> <p>Unit 1: <u>Leveled Readers</u> Discovering the Ancient Maya (Expository Text) Graphics maps</p> <p>Unit 2: <u>Selections</u> Map: Protecting Habitats, T90–T91</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Diagram: Waste Is a Problem, T232–T233 Map: How People Influence Natural Systems T292–T293</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure) - Build a solar oven</p> |
| (3-5-SEP-2) Developing and Using Models | |
| (3-5-SEP-2.c) Develop a model using an example to describe a scientific principle. | <p>Unit 1: <u>Leveled Readers</u> Discovering the Ancient Maya (Expository Text) Graphics maps</p> <p>Unit 2: <u>Selections</u> Map: Protecting Habitats, T90–T91</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Diagram: Waste Is a Problem, T232–T233 Map: How People Influence Natural Systems, T292–T293</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure) - Build a solar oven</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| (3-5-SEP-2.d) Develop and/or use models to describe phenomena. | <p>Unit 1: <u>Leveled Readers</u> Discovering the Ancient Maya (Expository Text) Graphics maps</p> <p>Unit 2: <u>Selections</u> Map: Protecting Habitats, T90–T91</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Diagram: Waste Is a Problem, T232–T233 Map: How People Influence Natural Systems, T292–T293</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure) - Build a solar oven</p> |
| (3-5-SEP-3) Planning and Carrying Out Investigations | |
| (3-5-SEP-3.a) Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T20–T21</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23</p> <p><u>Leveled Readers</u> Power Up! (Expository Text with Procedure)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| <p>(3-5-SEP-3.c) · Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.</p> | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111 <u>Leveled Readers</u> Discovering the Ancient Maya (Expository Text) Graphics maps</p> <p>Unit 2: <u>Selections</u> Read: <i>Far from Shore</i>, T31–T47 Map: Protecting Habitats, T90–T91 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i>, T307–T321 <u>Leveled Readers:</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Write for a Reader: Use Graphic Features, T70</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read: <i>Rocks and Fossils</i>, T31–T51 Read: from <i>Earth's Water Cycle</i>, T105–T125 Diagram: Waste Is a Problem, T232–T233 Read: "Let's Talk Trash" and "It's Time to Get Serious About Reducing Food Waste, Feds Say" T243–T249 Map: How People Influence Natural Systems, T292–T293 <u>Leveled Readers</u> Power Up! (Expository Text with Procedure) - Build a solar oven</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|---|---|
| <p>(3-5-SEP-4) Analyzing and Interpreting Data</p> | |
| <p>(3-5-SEP-4.a) Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.</p> | <p>Teachers can use the following material to address this objective:</p> <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p>Unit 2: <u>Selections</u> Read: <i>Far from Shore</i>, T31–T47 Map: Protecting Habitats, T90–T91 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i>, T307–T321</p> <p>Leveled Readers: Making Observations (Informational Text) Space Instruments of Science (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Write for a Reader: Use Graphic Features, T70</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read: <i>Rocks and Fossils</i>, T31–T51 Read: from <i>Earth's Water Cycle</i>, T105–T125 Diagram: Waste Is a Problem, T232–T233 Read: "Let's Talk Trash" and "It's Time to Get Serious About Reducing Food Waste, Feds Say" T243–T249 Map: How People Influence Natural Systems, T292–T293</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (3-5-SEP-5) Using Mathematics and Computational Thinking | |
| (3-5-SEP-5.c) Describe and graph quantities such as area and volume to address scientific questions. | <p>Teachers can use the following material to address this objective:</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |
| (3-5-SEP-6) Constructing Explanations and Designing Solutions | |
| (3-5-SEP-6.e) Generate and compare multiple solutions to a problem based on how well the meet the criteria and constraints of the design solution. | <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (3-5-SEP-7) Engaging in Argument from Evidence | |
| (3-5-SEP-7.d) Support an argument with evidence, data, and/or a model. | <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Leveled Readers</u> Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |
| (3-5-SEP-8) Obtaining, Evaluating, and Communicating Information | |
| (3-5-SEP-8.d) Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111 <u>Leveled Readers</u> Flight (Informational Text) Discovering the Ancient Maya (Expository Text)</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Map: Protecting Habitats, T90–T91 Read: “Tracking Monsters” (wild animals) T241–T253 Video: Saving Natural Habitats, T296–T297 <u>Leveled Readers:</u> Eating Well (Informational Text) An Eye on Ecosystems (Informational Text) Fit for Survival (Informational Text) Animal Behaviors (Expository Text)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (Continued) | (Continued) Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read: <i>Rocks and Fossils</i> , T31–T51 Read: from <i>Earth’s Water Cycle</i> , T105–T125 Video: How Volcanoes Work, T162–T163 Diagram: Waste Is a Problem, T232–T233 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems, T292–T293 Read: <i>People Should Manage Nature</i> , T303–T317 <u>Leveled Readers</u> The Changing Earth (Informational Text) Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Ocean Forces (Informational Text) Mission to the Stars (Informational Text) Earth’s Changing Landscape (Expository Text) How Do We Feed the World? (Informational Text) Protecting Our Planet (Informational Text) Earth’s Fury (Informational Text) Power Up! (Expository Text with Procedure) How Do We Feed the World? (Informational Text) Saving the Great Lakes (Informational Text) |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| (CCC) Cross Cutting Concepts | |
| (3-5-CCC-1) Patterns | |
| (3-5-CCC-1.a) Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. | <p>Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p> <p>Unit 5: Selections 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>Leveled Readers Earth’s Changing Landscape (Expository Text)</p> <p>Activities and Supplemental Material Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p> |
| (3-5-CCC-2) Cause and Effect: Mechanism and Prediction | |
| (3-5-CCC-2.a) Cause and effect relationships are routinely identified, tested, and used to explain change. | <p>Unit 4: Interpret Text Structure (Cause and Effect), T186–T187</p> <p>In addition, see the following:</p> <p>Unit 2: Selections Infographic: How Scientists Study Ocean Life, T20–T21 Video: Saving Natural Habitats, T296–T297 Read Aloud: “You Are What You Eat” T298–T299</p> <p>Leveled Readers: Eating Well (Informational Text) A System of Life (Informational Text)</p> <p>Unit 5: Selections Read: from <i>Earth’s Water Cycle</i>, T105–T125 Video: How Volcanoes Work, T162–T163 Diagram: Waste Is a Problem, T232–T233 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems T292–T293 Read Aloud: “Deforestation Must Be Controlled” T294–T295</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|--|
| (3-5-CCC-3) Scale, Proportion, and Quantity | |
| (3-5-CCC-3.a) Natural objects exist from the very small to the immensely large. | <p>Unit 1: <u>Selections</u> Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p>Unit 2: <u>Selections</u> Read: <i>A Place for Frogs</i>, T101–T117 Read Aloud: “Armadillos of North America” T232–T233 Read: “Tracking Monsters” (wild animals) T241–T253</p> <p>Leveled Readers: Trapped in Carnivorous Plants (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T35 (Dolphins) Cross-Curricular Perspectives: Science, T43 (Brown Booby birds) Cross-Curricular Perspectives: Science, T46 (Dolphins and Porpoises) Cross-Curricular Perspectives: Science, T106 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, T116 (Toads vs. Frogs) Cross-Curricular Perspectives: Science, T174 (Porcupines)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| <p align="center">Next Generation Science Standards</p> | <p align="center">myView Literacy Grade 5, ©2020</p> |
|---|--|
| <p>(3-5-CCC-3.2) Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.</p> | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read: <i>Life on Earth—and Beyond</i>, T95–T111</p> <p>Unit 2: <u>Selections</u> Read: <i>Far from Shore</i>, T31–T47 Map: Protecting Habitats, T90–T91 Read: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i>, T307–T321</p> <p>Leveled Readers: Making Observations (Informational Text) Space Instruments of Science (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Write for a Reader: Use Graphic Features, T70</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read: <i>Rocks and Fossils</i>, T31–T51 Read: from <i>Earth's Water Cycle</i>, T105–T125 Read: "Let's Talk Trash" and "It's Time to Get Serious About Reducing Food Waste, Feds Say" T243–T249 Map: How People Influence Natural Systems, T292–T293</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (3-5-CCC-4) Systems and System Models | |
| (3-5-CCC-4.b) A system can be described in terms of its components and their interactions. | <p>Unit 1: <u>Activities and Supplemental Material</u> 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>Unit 2: <u>Selections</u> Read: <i>Far from Shore</i>, T31–T47 Map: Protecting Habitats, T90–T91 Video: Saving Natural Habitats, T296–T297</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Coral Reef) Cross-Curricular Perspectives: Science, T106 (Frogs Life Cycle) 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) Research Project: Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: <u>Selections</u> Read: from <i>Earth's Water Cycle</i>, T105–T125</p> <p><u>Leveled Readers</u> Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Earth's Changing Landscape (Expository Text) Protecting Our Planet (Informational Text) Earth's Fury (Informational Text) Power Up! (Expository Text with Procedure) Saving the Great Lakes (Informational Text)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (Continued) | (Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle) |
| (3-5-CCC-5) Energy and Matter: Flows, Cycles, and Conservation | |
| (3-5-CCC-5.b) Matter is transported into, out of, and within systems. | For supporting content please see: Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i> , T105–T125 Video: How Volcanoes Work, T162–T163 Read Aloud: “The Big One” T164–T165 <u>Leveled Readers</u> Ocean Forces (Informational Text) Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T246 (Methane Gas) |
| (3-5-CCC-5.c) Energy can be transferred in various ways and between objects. | For supporting content please see: Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Observations (Observe the World), T362–T363 Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i> , T105–T125 Video: How Volcanoes Work, T162–T163 Read Aloud: “The Big One” T164–T165 <u>Leveled Readers</u> Ocean Forces (Informational Text) Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T246 (Methane Gas) |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (NoS) Connections to Nature of Science | |
| (K-5-NoS-4) Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena | |
| (K-5-NoS-4.a) Science explanations describe the mechanisms for natural events. | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read Aloud: “Searching for Life Under the Sea” T86–T87 Read: <i>Life on Earth—and Beyond</i>, T95–T111 <u>Leveled Readers</u> Matthew Henson: Arctic Explorer (Biography) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T98 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, T106 (Desert Climate) Cross-Curricular Perspectives: Social Studies, T107 (Gobi Desert) Cross-Curricular Perspectives: Social Studies, T108 (Viking Spaceship on Mars) Cross-Curricular Perspectives: Social Studies, T300 (Infectious Diseases)</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Map: Protecting Habitats, T90–T91 Read Aloud: “A Pinhole Camera” T162–T16 Read Aloud: “Armadillos of North America” T232–T233 Read: “Tracking Monsters” (wild animals) T241–T253 Video: Saving Natural Habitats, T296–T297 <u>Leveled Readers:</u> Eating Well (Informational Text) Trapped in Carnivorous Plants (Expository Text) Science in the Wild (Narrative Nonfiction) Animal Behaviors (Expository Text)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|--|
| (Continued) | <p>(Continued)</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read: <i>Rocks and Fossils</i>, T31–T51 Read: from <i>Earth’s Water Cycle</i>, T105–T125 Video: How Volcanoes Work, T162–T163 Read Aloud: “The Big One” T164–T165 Diagram: Waste Is a Problem, T232–T233 Read Aloud: “The Problem with Palm Oil” T234–T235 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems, T292–T293 Read Aloud: “Deforestation Must Be Controlled” T294–T295 Read: <i>People Should Manage Nature</i> T303–T317</p> <p><u>Leveled Readers</u> Flood! (Realistic Fiction) The Changing Earth (Informational Text) Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Ocean Forces (Informational Text)</p> |
| (K-5-NoS-6) Scientific Knowledge Assumes an Order and Consistency in Natural Systems | |
| (K-5-NoS-6.c) Science assumes consistent patterns in natural systems. | <p>Unit 5: <u>Selections</u> 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><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|--|---|
| (K-5-NoS-8) Science Addresses Questions About the Natural and Material World. | |
| (K-5-NoS-8.b) Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1) | <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T84–T85 Read Aloud: “Searching for Life Under the Sea” T86–T87</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 Read Aloud: “A Pinhole Camera” T162–T16</p> <p>Leveled Readers: Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T184 (Observation)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Why Does Ice Float?” T96–T97 <u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T358–T359 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| (STSE) Cross Cutting Concepts/Connections to Engineering, Technology, and Applications of Science | |
| (K-5-STSE-2) Influence of Engineering, Technology, and Science, on Society and the Natural World | |
| (K-5-STSE-2.d) Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. | <p>Unit 1: <u>Leveled Readers</u> Flight (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA)</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21 <u>Leveled Readers:</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text (Biography)) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)</p> <p>Unit 4: <u>Leveled Readers:</u> Freedom and Technology</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23</p> |

**A Correlation of myView Literacy, Grade 5, ©2020
to the Next Generation Science Standards, Grade 5**

| Next Generation Science Standards | myView Literacy Grade 5, ©2020 |
|---|---|
| <p>(K-5-STSE-2.f) People’s needs and wants change over time, as do their demands for new and improved technologies.</p> | <p>Unit 1: <u>Leveled Readers</u> Flight (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T100, T104 (NASA)</p> <p>Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life, T20–T21</p> <p>Leveled Readers: Making Observations (Informational Text) Space Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text (Biography))</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Marine Research) Cross-Curricular Perspectives: Science, T40 (Beaufort Wind Scale)</p> <p>Unit 4: <u>Leveled Readers:</u> Freedom and Technology</p> <p>Unit 5: <u>Selections</u> Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23</p> |