NEW MEXICO Public Education Department	F.5 Science - Grade 5		
PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	5
Title of Student Edition:	Inspire Science, New Mexico Grade 5, Comprehensive Student Bundle, 6 Year Subscription	Student Edition ISBN:	9781266158612
Title of Teacher Edition:	Inspire Science Grade 5, Print Teacher's Edition Bundle (Units 1-4)	Teacher Edition ISBN:	9780077007270
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:			
Digital Material Log In (if applicable):			

Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:
- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
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Matter and Its Interactions									
1	PE	**5-PS1-1. Students who demonstrate understanding can: Develop a model to describe that matter is made of particles too small to be seen.**							
2	DCI	**PS1.A: Structure and Properties of Matter** • 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.	TE: Unit 1, Module Matter, Lesson 1 Identify Properties of Materails p. 10-11: Matter						
3	SEP	**Developing and Using Models** *Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.* • Use models to describe phenomena.	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 48: Lesson 3 Review Extend It						
4	CCC	**Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immensely large.	TE: Unit 1, Module Matter, Lesson 1 Identify Properties of Materails p. 15: STEM Connection What Does a Materials Scientist Do?						
5	PE	**5-PS1-2. Students who demonstrate understanding can: 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.**							
6	DCI	**PS1.A: Structure and Properties of Matter** • The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 19: Salt and Water						
7	DCI	**PS1.B: Chemical Reactions** • No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 36: Inquiry Activity Conservation of Mass						

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8	SEP	**Using Mathematics and Computational Thinking** *Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.* • Measure and graph quantities such as weight to address scientific and engineering questions and problems.	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 26: Inquiry Activity Mixtures in Action						
9	CCC	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 47: Lesson 3 Review Three-Dimensional Thinking						
10	CONN	**Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems.	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 22: Solubility Solutions						
11	PE	**5-PS1-3. Students who demonstrate understanding can: Make observations and measurements to identify materials based on their properties.**							
12	DCI	**PS1.A: Structure and Properties of Matter** • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)	TE: Unit 1, Module Matter, Lesson 1 Identify Properties of Materials p. 8: Inquiry Activity Test Matter's Properties						
13	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 37: Inquiry Activity Conservation of Mass						
14	CCC	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.	TE: Unit 1, Module Matter, Lesson 4 Solids, Liquids, and Gases p. 57: Inquiry Activity Particles in Matter						
15	PE	**5-PS1-4. Students who demonstrate understanding can: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**							

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16	DCI	**PS1.B: Chemical Reactions** • When two or more different substances are mixed, a new substance with different properties may be formed.	TE: Unit 1, Module Matter, Lesson 1 Identify Properties of Materials p. 12-13: Close Reading Chemical Properties						
17	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • 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.	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 29: Inquiry Activity Separate Mixtures						
18	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 40: Changes in Matter						
Motion and Stability: Forces and Interactions									
19	PE	**5-PS2-1. Students who demonstrate understanding can: Support an argument that the gravitational force exerted by Earth on objects is directed down.**							
20	DCI	**PS2.B: Types of Interactions** • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.	TE: Unit 4, Module Earth's Patterns and Movements, Lesson 1 The Role of Gravity p. 12-13: The Pull of Earth's Gravity						
21	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).* • Support an argument with evidence, data, or a model.	TE: Unit 4, Module Earth's Patterns and Movements, Lesson 1 The Role of Gravity p. 8-10: Inquiry Activity Crater Model						
22	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.	TE: Unit 4, Module Earth's Patterns and Movements, Lesson 1 The Role of Gravity p. 16-18: Inquiry Activity Falling Water						
Energy									
23	PE	**5-PS3-1. Students who demonstrate understanding can: 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.**							

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24	DCI	**PS3.D: Energy in Chemical Processes and Everyday Life** • 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).	TE: Unit 2, Module Matter in Ecosystems, Lesson 3 Energy Transfer in Ecosystems p. 96-97: Organisms in Ecosystems						
25	DCI	**LS1.C: Organization for Matter and Energy Flow in Organisms** • 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.	TE: Unit 2, Module Matter in Ecosystems, Lesson 3 Energy Transfer in Ecosystems p. 98-99: Close Reading Food Chains and Food Webs						
26	SEP	**Developing and Using Models** *Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.* • Use models to describe phenomena.	TE: Unit 2, Module Matter in Ecosystems, Lesson 3 Energy Transfer in Ecosystems p. 100-101: Inquiry Activity Model a Food Chain and a Food Web						
27	CCC	**Energy and Matter** • Energy can be transferred in various ways and between objects.	TE: Unit 2, Module Energy in Ecosystems, Lesson 3 Energy Transformation in Ecosystems p. 95: Inquiry Activity Ecosystem Tag						
From Molecules to Organisms: Structures and Processes									
28	PE	**5-LS1-1. Students who demonstrate understanding can: Support an argument that plants get the materials they need for growth chiefly from air and water.**							
29	DCI	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Plants acquire their material for growth chiefly from air and water.	TE: Unit 2, Module Matter in Ecosystems, Lesson 1 Plant Survival p. 8: Inquiry Activity Virtual Plant						
30	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).* • Support an argument with evidence, data, or a model.	TE: Unit 2, Module Matter in Ecosystems, Lesson 1 Plant Survival p. 10: Plant Structures						
31	CCC	**Energy and Matter** • Matter is transported into, out of, and within systems.	TE: Unit 2, Module Matter in Ecosystems, Lesson 1 Plant Survival p. 9: Inquiry Activity Virtual Plant						
Ecosystems: Interactions, Energy, and Dynamics									

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32	PE	**5-LS2-1. Students who demonstrate understanding can: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.**							
33	DCI	**LS2.A: Interdependent Relationships in Ecosystems** • 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.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 24: Inquiry Activity Foxes and Rabbits Communicate Information						
34	DCI	**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • 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.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 29: Leveled Reader						
35	SEP	**Developing and Using Models** *Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.* • Develop a model to describe phenomena.	TE: Unit 2, Module Matter in Ecosystems, STEM Module Project Completion p. 54: Science Challenge Build Your Model						
36	CONN	**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** • Science explanations describe the mechanisms for natural events.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 32-33: STEM Connection What Does an Entomologist Do?						
37	CCC	**Systems and System Models** • A system can be described in terms of its components and their interactions.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 26: Ecosystems						
Earth's Place in the Universe									
38	PE	**5-ESS1-1. Students who demonstrate understanding can: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.**							

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39	DCI	**ESS1.A: The Universe and its Stars** • 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.	TE: Unit 4, Module Earth and Space, Lesson 1 Earth's Place in Space p. 58-59: Close Reading Making a Map of the Night Sky						
40	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).* • Support an argument with evidence, data, or a model.	TE: Unit 4, Module Earth and Space, Lesson 1 Earth's Place in Space p. 54-55: Inquiry Activity Model of the Sun, Earth, and Stars						
41	CCC	**Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immensely large.	TE: Unit 4, Module Earth and Space, Lesson 1 Earth's Place in Space p. 57: Our Galaxy						
42	PE	**5-ESS1-2. Students who demonstrate understanding can: 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.**							
43	DCI	**ESS1.B: Earth and the Solar System** • 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.	TE: Unit 4, Module Earth's Patterns and Movement, Lesson 2 Earth's Motion p. 30: Inquiry Activity Earth's Movements						
44	SEP	**Analyzing and Interpreting Data** *Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.* • Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.	TE: Unit 4, Module Earth's Patterns and Movement, Lesson 2 Earth's Motion p. 26-27: Inquiry Activity Shadow Measurements						
45	CCC	**Patterns** • Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.	TE: Unit 4, Module Earth's Pattern and Movement, Lesson 2 Earth's Motion p. 36-38: Inquiry Activity Three Cities						
Earth's Systems									

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46	PE	**5-ESS2-1. Students who demonstrate understanding can: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**							
47	DCI	**ESS2.A: Earth Materials and Systems** • 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.	TE: Unit 2, Module Energy in Ecosystems, Lesson 1 Earth's Major Systems p. 66-67: Earth's Systems						
48	SEP	**Developing and Using Models** *Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.* • Develop a model using an example to describe a scientific principle.	TE: Unit 2, Module Energy in Ecosystems, Lesson 1 Earth's Major Systems p. 68-69: Inquiry Activity Earth's Systems Within Ecosystem						
49	CCC	**Systems and System Models** • A system can be described in terms of its components and their interactions.	TE: Unit 2, Module Energy in Ecosystems, Lesson 2 Cycle of Matter in Ecosystems p. 78-80: Inquiry Activity Cycling of Matter						
50	PE	**5-ESS2-2. Students who demonstrate understanding can: Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.**							
51	DCI	**ESS2.C: The Roles of Water in Earth's Surface Processes** • Nearly all of Earth's available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.	TE: Unit 3, Module Earth's Water System, Lesson 1 Water Distribution on Earth p. 12-13: Water on Earth						
52	SEP	**Using Mathematics and Computational Thinking** *Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.* • Describe and graph quantities such as area and volume to address scientific questions.	TE: Unit 3, Module Earth's Water System, Lesson 1 Water Distribution on Earth p. 14-15: Inquiry Activity Where Water is Found						

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53	CCC	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight and volume.	TE: Unit 3, Module Earth's Water System, Lesson 1 Water Distribution on Earth p. 10: Inquiry Activity Usable Water Communicate Information						
Earth and Human Activity									
54	PE	**5-ESS3-1. Students who demonstrate understanding can: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.**							
55	DCI	**ESS3.C: Human Impacts on Earth Systems** • 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.	TE: Unit 3, Module Earth's Water System, Lesson 2 Human Impact on Water Resources p. 26: Humans Affect Water						
56	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.* • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.	TE: Unit 3, Module Earth's Water System, Lesson 2, Human Impact on Water Resources p. 30-31: Inquiry Activity Human Impact						
57	CCC	**Systems and System Models** • A system can be described in terms of its components and their interactions.	TE: Unit 3, Module Earth's Water System, Lesson 2 Human Impact on Water Resources p. 29: Effects of Acid Rain on Ecosystems						
58	CONN	**Science Addresses Questions About the Natural and Material World.** • Science findings are limited to questions that can be answered with empirical evidence.	TE: Unit 3, Module Earth's Water System, STEM Module Project Completion p. 58: Engineering Challenge Communicate Your Results						
New Mexico Science and Society:									
59	NM	**5-SS-1 NM:** Communicate information gathered from books, reliable media, or outside sources, that describes how a variety of scientists and engineers across New Mexico have improved existing technologies, developed new ones, or improved society through applications of science.							
Engineering Design:									

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60	PE	**3-5-ETS1-1. Students who demonstrate understanding can: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**							
61	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • 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)	TE: Unit 3, Module Earth's Water System, STEM Module Project Completion p. 58: Engineering Challenge Design a Rainwater Collection System, Communicate Your Results						
62	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.* • 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. (3-5-ETS1-1)	TE: Unit 3, Module Earth's Water System, STEM Module Project Planning and Completion p. 55-56: Engineering Challenge Design a Rainwater Collection System						
63	CCC	**Influence of Science, Engineering, and Technology on Society and the Natural World** • People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)	TE: Unit 3, Module Earth's Water System, STEM Module Project Plannning p. 53: Engineering Challenge Design a Rainwater Collection System						
64	PE	**3-5-ETS1-2. Students who demonstrate understanding can: 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.**							
65	DCI	**ETS1.B: Developing Possible Solutions** • 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)	TE: Unit 3, Module Earth's Other System Stem Module Project p. 115-116: Science Challenge Design a Desert Oasis						
66	DCI	**ETS1.B: Developing Possible Solutions** • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and share ideas can lead to improved designs. (3-5-ETS1-2)	TE: Unit 3, Module Earth's Other System Stem Module Project p. 118: Science Challenge Design a Desert Oasis Communicate Your Results						

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67	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.* • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)	TE: Unit 3, Module Earth's Other System, Lesson 3 Effects of the Biosphere p. 104: Inquiry Activity Overfishing						
68	CCC	**Influence of Science, Engineering, and Technology on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)	TE: Unit 3, Module Earth's Other System, STEM Module Project Launch p. 62: Science Challenge Design a Desert Oasis						
69	PE	**3-5-ETS1-3. Students who demonstrate understanding can: 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.**							
70	DCI	**ETS1.B: Developing Possible Solutions** • 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)	TE: Unit 1, Module Matter STEM Module Project Planning p. 65-67: Engineering Challenge Design the Perfect Pancake						
71	DCI	**ETS1.C: Optimizing the Design Solution** • 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)	TE: Unit 1, Module Matter, STEM Module Project Completion p. 69: Procedure, Test Your Model						
72	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • 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. (3-5-ETS1-3)	TE: Unit 1, Module Matter, STEM Module Project Completion p. 68: Engineering Challenge Design the Perfect Pancake						

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CCSS for ELA/Literacy and Math in Grade 5 NGSS • **NOTE: The standards noted at the end of each CCSS (such as *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-5)*) are the occurrences of the CCSS within the NGSS.**									
Grade 5 CCSS ELA/Literacy									
73	**CCSS ELA/ Literacy**	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-PS2-1), (5-LS1-1), (5-ESS3-1), (5-ESS1-1), (3-5-ETS1-2)*	TE: Unit 3, Module Earth's Water System, Lesson Human Impact on Water Resources p. 33: IInspire Science Investigator Reading Connection						
74	**CCSS ELA/ Literacy**	**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-PS1-1), (5-PS3-1), (5-LS2-1), (5-ESS1-1), (5-ESS2-1), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-2)*	TE: Unit 1, Module Matter, Lesson 4 Solids, Liquids, and Gases p. 61: Writing Connection						
75	**CCSS ELA/ Literacy**	**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(5-ESS1-1)*	TE: Unit 4, Module Earth and Space, Lesson 2 Stars and Their Patterns p. 80-81: STEM Connection A Day in the Life of a Science Data Operator						
76	**CCSS ELA/ Literacy**	**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *(5-PS2-1), (5-LS1-1), (5-ESS1-1), (5-ESS3-1), (3-5-ETS1-2)*	TE: Unit 3, Module Earth's Water System, Lesson 3 Effects of the Hydrosphere p. 52: Lesson 3 Review Extend It						
77	**CCSS ELA/ Literacy**	**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *(5-PS2-1), (5-LS1-1), (5-ESS1-1)*	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Plant Survival p. 15: inquiry Activity Soil-Less Gardens						
78	**CCSS ELA/ Literacy**	**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(5-PS1-2), (5-PS1-3), (5-PS1-4), (3-5-ETS1-1), (3-5-ETS1-3)*	TE: Unit 4, Module Earth's Patterns and Movements, Lesson 1 The Role of Gravity p. 14-15: Meterors and Meteorites						
79	**CCSS ELA/ Literacy**	**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(5-PS1-2), (5-PS1-3), (5-PS1-4), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-3)*	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 27: Writing Connection						

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80	**CCSS ELA/ Literacy**	**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. *(5-PS1-2), (5-PS1-3), (5-PS1-4), (5-ESS3-1)*	TE: Unit 1, Module Matter, Lesson 3 Physical and Chemical Changes p. 41: Writing Connection						
81	**CCSS ELA/ Literacy**	**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *(5-PS3-1),(5-LS2-1), (5-ESS1-2), (5-ESS2-1), (5-ESS2-2)*	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 31: Writing Connection						
Grade 5 CCSS Math									
82	**CCSS Math**	**MP.2** Reason abstractly and quantitatively. *(5-PS1-1), (5-PS1-2), (5-PS1-3), (5-LS1-1), (5-LS2-1), (5-ESS1-1), (5-ESS1-2), (5-ESS2-1), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 23: Math Connection						
83	**CCSS Math**	**MP.4** Model with mathematics. *(5-PS1-1), (5-PS1-2), (5-PS1-3), (5-ESS1-1), (5-ESS1-2), (5-ESS2-1), (5-ESS2-2), (5-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 2, Module Matter in Ecosystems, Lesson 1 Plant Survival p. 13: Math Connection						
84	**CCSS Math**	**MP.5** Use appropriate tools strategically. *(5-PS1-2), (5-LS1-1), (5-LS2-1), (5-PS1-3), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 3, Module Earth's Water System, STEM Module Project Completion p. 58: Engineering Challenge Design a Rainwater Collection System, Test Your Model						
85	**CCSS Math**	**3-5.OA** Operations and Algebraic Thinking *(3-5-ETS1-1), (3-5-ETS1-2)*	TE: Unit 3, Module Earth's Other Systems, Lesson 3 Effects of the Biosphere p. 105: Math Connection						
86	**CCSS Math**	**5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. *(5-PS1-1)*	Digital Teacher Center > Module: Earth's Patterns and Movement (Unit 4: Earth and Space Patterns) > Module Library > Videos >Generalize Place Value						
87	**CCSS Math**	**5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *(5-ESS1-1)*	TE: Unit 4, Module Earth and Space, STEM Module Project Planning p. 86: Science Challenge Sketch Your Model (scale)						

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88	**CCSS Math**	**5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(5-PS1-1)*	TE: Unit 1, Module Matter, Lesson 3 Physical. and Chemical Changes p. 38: Inquiry Activity Conservation of Mass						
89	**CCSS Math**	**5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. *(5-PS1-2), (5-LS1-1)*	TE: Unit 1, Module Matter, Lesson 2 Mixtures and Solutions p. 23: Inquiry Activity Activity Solubility Solutions						
90	**CCSS Math**	**5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. *(5-PS1-1)*	TE: Unit 1, Module Matter, Lesson 4 Solids, Liquids, and Gases p. 59: Model Matter						
91	**CCSS Math**	**5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. *(5-PS1-1)*	TE: Unit 2, Module Matter in Ecosystems, STEM Module Project Completion p. 53: Math Connection						
92	**CCSS Math**	**5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. *(5-ESS2-1), (5-ESS1-2)*	TE: Unit 3, Module Earth's Other System, Lesson 1 Effects of the Geosphere p. 76-77: Inquiry Activity Effects of Soil on Water pH						

Section 2: Science Content Review

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Criteria #	Grade K-12 Science Content Criteria	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
FOCUS AREA 1: PHENOMENA-/PROBLEM-BASED AND THREE-DIMENSIONAL APPROACH Instructional materials are centered around high quality phenomena and/or problems and require a three dimensional approach to make sense of the phenomena or to solve the problems.								
1	Materials clearly integrate and describe the three-dimensional NM STEM Ready! Standards via appropriate grade-band, interdisciplinary progressions that center around the phenomena, utilizing aligned SEPs, CCCs, DCIs and the common core math and ELA standards' connections.	TE: Unit 3, Module Matter in Ecosystems p. 2A - 2C: Three-Dimensional Learning, Performance Expectations, Disciplinary Core Idea Progressions						
2	Materials consistently support meaningful student sensemaking with the three dimensions, including discourse, that is appropriate to grade band progressions, instruction and assessment.	TE: Unit 2, Module Matter in Ecosystems p. 2-3: Module Opener						
3	Natural and designed phenomena and/or problems that are meaningful and apparent to students drive coherent lessons and activities in all three dimensions.	TE: Unit 2, Module Matter in Ecosystems p. 4: STEM Module Project Launch, Science Challenge, Design a Compost Heap						
FOCUS AREA 2: THREE-DIMENSIONAL ASSESSMENT Assessments provide tools, guidance and support for teachers to collect, interpret and act on data about student progress toward the learning goals of the 3 dimensional standards.								
4	Materials engage students in meaningful tasks as well as multiple assessment types and opportunities, across all dimensions, in order to make sense of phenomena and/or design solutions to problems.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 34: Lesson 2 Review Three-Dimensional Thinking						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 34: Lesson 2 Review Explain the Phenomenon						
FOCUS AREA 3: TEACHER SUPPORTS Materials include opportunities for teachers to effectively plan and utilize materials.								
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.	TE: Unit 2, Module Matter in Ecosystems p. 2G-2H: Inquiry Activity Planner						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	TE: Unit 2, Modlule Energy in Ecosystems, Lesson 2 Cycles of Matter in Ecosystems p. 84: Oxygen-Carbon Cycle						

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8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 27: Habitats						
9	Materials provide teacher guidance for interpreting student evidence of learning, monitoring student progress and providing feedback to guide student learning and to modify instruction.	TE: Unit 2, Module Matter in Ecosystems, Lesson 2 Interactions of Living Things p. 25: Make Your Claim						
FOCUS AREA 4: STUDENT CENTERED INSTRUCTION **Materials are designed for each student's regular and active participation in science content.**								
10	Materials provide opportunities to engage students' curiosity and participation in a way that pulls from their prior knowledge and connects their learning to relevant phenomena and problems.	TE: Unit 2, Module Matter in Ecosystems p. 57: Module Wrap-Up						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	SE: Unit 2, Module Matter in Ecosystems Front Matter: Table of Contents TE: Unit 1, Module Matter, Module Opener p. 2: Storylines						
FOCUS AREA 5: EQUITY **Materials are designed for all learners.**								
12	Materials provide extensions and/or opportunities for all students to engage in learning grade-level/band science and engineering in greater depth.	TE: Unit 1, Module Matter p. 2I-2J: Inspire All Students						
13	Materials and assessments are designed in an accessible manner and include multiple ways for all students to build and reflect on science knowledge; multiple ways for all students to access content (Universal Design for Learning); and multiple opportunities for student self-reflection.	TE: Unit 2, Module Matter in Ecosystems p. 2I-2J: Inspire All Students						

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students’ acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students’ academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)*			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			