

Correlation of Just Science Grammar: Grade 5
Published by WriteMath Enterprises, Inc
Sunshine State Standards for Science for Grades 3 – 5
Sunshine State Standards for Language Arts for Grades 3 -- 5
Florida Department of Education

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Teacher**

This document provides suggested alignment of WriteMath Enterprises, Inc Just Science Grammar: Grade 5 activities with Sunshine State Standards for Science for Grades 3 – 5 and Sunshine State Standards for Language Arts for Grades 3 – 5 as determined by the Florida Department of Education. A summary of the Sunshine State Standards for Science for Grades 3 – 5 and for Language Arts for Grades 3 – 5 can be found on Page Two and Three, respectively. The pages following provide a detailed outline of the sections of Just Science Grammar: Grade 5 aligned with Sunshine State Standards for Science and Language Arts for Grades 3 – 5.

The suggested alignment represented by this document is not static. Many of the exercises contained within the WriteMath Enterprises, Inc curriculum align with more than one standard. Most exercises can also be altered slightly to align with more standards. To view the Florida Department of Education Sunshine State Standards online visit <http://www.firn.edu/doe/curric/prek12/index.html>

This document is formatted in the following:

Week number, page numbers

Brief description of what the above listed week (chapter) covers

**Florida Department of Education
abbreviation for suggested Sunshine State
Standard for Science**

Description of Sunshine State Standard that
aligns with above listed week

**Florida Department of Education
abbreviation for suggested Sunshine State
Standard for Language Arts**

Description of Sunshine State Standard that
aligns with above listed week

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Overview of Sunshine State Standards for Science
Grades 3 – 5
Florida Department of Education

A. The Nature of Matter

1. The student understands that all matter has observable, measurable properties.
2. The student understands the basic principles of atomic theory.

B. Energy

1. The student recognizes that energy may be changed in form with varying efficiency.
2. The student understands the interaction of matter and energy.

C. Force and Motion

1. The student understands that types of motion may be described, measured, and predicted.
2. The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

D. Processes that Shape the Earth

1. The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.
2. The student understands the need for protection of the natural systems on Earth.

E. Earth and Space

1. The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.
2. The student recognizes the vastness of the universe and the Earth's place in it.

F. Process of Life

1. The student describes patterns of structure and function in living things.
2. The student understands the process and importance of genetic diversity.

G. How Living Things Interact with Their Environment

1. The student understands the competitive, interdependent, cyclic nature of living things in the environment.
2. The student understands the consequences of using limited natural resources.

H. The Nature of Science

1. The student uses the scientific processes and habits of mind to solve problems.
2. The student understands that most natural events occur in comprehensible, consistent patterns.
3. The student understands that science, technology, and society are interwoven and interdependent.

Overview of Sunshine State Standards for Language Arts
Grades 3 – 5
Florida Department of Education

A. Reading

1. The student uses the reading process effectively.
2. The student constructs meaning from a wide range of texts.

B. Writing

1. The student uses writing processes effectively.
2. The student writes to communicate ideas and information effectively.

C. Listening, Viewing, and Speaking

1. The student uses listening strategies effectively.
2. The student uses viewing strategies effectively.
3. The student uses speaking strategies effectively.

D. Language

1. The student understands the nature of language.
2. The student understands the power of language.

E. Literature

1. The student understands the common features of a variety of literary forms.
2. The student responds to fiction, nonfiction, poetry, and drama.

Week 1, pages 2 – 7

Types of sentences

SC.A.2.2.1

The student knows that materials may be made of parts too small to be seen without magnification.

Week 2, pages 8 – 13

Types of sentences

SC.A.1.2.1

The student determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).

Week 3, pages 14 – 19

Sentence information

SC.A.1.2

The student understands that all matter has observable, measurable properties.

Week 4, pages 20 – 24

Predicates

SC.A.1.2.2

The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.

Week 5, pages 25 – 29

Nouns

SC.A.1.2.2

The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.

Week 6, pages 30 – 35

Nouns

SC.A.1.2.4

The student knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.

Week 7, pages 36 – 41

Singular and plural nouns

SC.A.1.2.5

The student knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.

Week 8, pages 42 – 47

Action verbs

SC.B.1.2.1

The student knows how to trace the flow of energy in a system (e.g., as in an ecosystem).

LA.D.1.2.1

The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

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Week 9, pages 48 – 53

Linking verbs

SC.B.1.2.2

The student recognizes various forms of energy (e.g., heat, light, and electricity).

Week 10, pages 54 – 59

Helping verbs

SC.B.1.2.4

The student knows the many ways in which energy can be transformed from one type to another.

Week 11, pages 60 – 63

Verbs

SC.B.1.2.5

The student knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.

Week 12, pages 64 – 69

Verb tenses

SC.B.1.2.5

The student knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.

Week 13, pages 70 – 74

Progressive verb forms

SC.C.2.2.2

The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.

Week 14, pages 75 – 82

Irregular verbs

SC.C.2.2

The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

Week 15, pages 83 – 87

Subject-verb agreement

SC.C.2.2.1

The student recognizes that forces of gravity, magnetism, and electricity operate simple machines.

Week 16, pages 88 – 93

Pronouns

SC.D.1.2

The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

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Week 17, pages 94 – 98
Pronoun-verb agreement

SC.D.1.2.1

The student knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.

Week 18, pages 99 – 105

Adjectives

SC.D.2.2.1

The student knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.

Week 19, pages 106 – 112

Comparative and superlative adjectives

SC.E.1.2.4

The student knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.

Week 20, pages 113 – 118

Adverbs

SC.E.1.2.4

The student knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.

Week 21, pages 119 – 123

Adverbs

SC.E.1.2.2

The student knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.

Week 22, pages 124 – 129

Comparative and superlative adverbs

SC.D.1.2.4

The student knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.

Week 23, pages 130 – 134

Prepositions

SC.F.1.2.1

The student knows that the human body is made of systems with structures and functions that are related.

Week 24, pages 135 – 139

Prepositional phrases

SC.F.1.2.3

The student knows that living things are different but share similar structures.

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Week 25, pages 140 – 145

Possessive noun

SC.G.1.2.4

The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.

Week 26, pages 146 – 151

Possessive pronouns

SC.G.1.2.1

The student knows ways that plants, animals, and protists interact.

Week 27, pages 152 – 156

Object pronouns

SC.F.1.2.2

The student knows that all animals depend on plants.

Week 28, pages 157 – 161

Demonstrative adjectives

SC.F.2.2.1

The student knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.

Week 29, pages 162 – 166

Demonstrative pronouns

SC.G.1.2.2

The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.

Week 30, pages 167 – 171

Coordinating conjunctions

SC.G.1.2.7

The student knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.

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