

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Five Summary	Rating		
	Adequate	Limited	No Evidence
5.1	X		
5.1a	X		
5.1b	X		
5.1c	X		
5.1d	X		
5.1e	X		
5.1f	X		
5.1g	X		
5.1h	X		
5.1i	X		
5.1j	X		
5.1k	X		
5.2	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Five Summary	Rating		
	Adequate	Limited	No Evidence
5.2a	X		
5.2b	X		
5.2c	X		
5.2d	X		
5.3	X		
5.3a	X		
5.3b	X		
5.3c	X		
5.3d	X		
5.3e	X		
5.4	X		
5.4a	X		
5.4b	X		

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Five Summary	Rating		
	Adequate	Limited	No Evidence
5.4c	X		
5.4d	X		
5.4e	X		
5.5	X		
5.5a	X		
5.5b	X		
5.5c	X		
5.6	X		
5.6a	X		
5.6b	X		
5.6c	X		
5.7	X		
5.7a	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Five Summary	Rating		
	Adequate	Limited	No Evidence
5.7b	X		
5.7c	X		
5.7d	X		
5.7e	X		
5.7f	X		
5.7g	X		

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	Adequate X	Limited	No Evidence
	Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
	Comments:		
2. The textbook is organized appropriately within and among units of study.	Adequate X	Limited	No Evidence
	Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.
	Comments:		
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Adequate X	Limited	No Evidence
	Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.
	Comments:		

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
4. The writing style, syntax, and vocabulary are appropriate.	Adequate X	Limited	No Evidence
	Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.	Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.	Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
5. Graphics and illustrations are appropriate.	Comments:		
	Adequate X	Limited	No Evidence
Visuals are accurate, support the text, and enhance student understanding.	Visuals are somewhat unclear and offer limited support for the text and student understanding.	Visuals are inaccurate, do not support the text, and do not enhance student understanding.	6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.
Comments:			
Materials (investigations, laboratories, and inquiry activities) provide students with opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with limited opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with no opportunities to integrate skills and concepts.	Comments:
Comments:			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
a) items such as rocks, minerals, and organisms are identified using various classification keys;	X		
b) estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;	X		
c) estimates are made and accurate measurements of elapsed time are made using proper tools;	X		
d) hypotheses are formed from testable questions;	X		
e) independent and dependent variables are identified;	X		
f) constants in an experimental situation are identified;	X		
g) data are collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;	X		
h) predictions are made using patterns from data collected, and simple graphical data are generated;	X		
i) inferences are made and conclusions are drawn;	X		

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
j) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and	X		
k) current applications are used to reinforce science concepts.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.2 The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include	X		
a) compression waves	X		
b) vibration, compression, wavelength, frequency, amplitude;	X		
c) the ability of different media (solids, liquids, and gases) to transmit sound; and	X		
d) uses and applications of sound waves.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include	X		
a) transverse waves;	X		
b) the visible spectrum;	X		
c) opaque, transparent, and translucent;	X		
d) reflection of light from reflective surfaces; and	X		
e) refraction of light through water and prisms.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
5.4 The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include	X		
a) distinguishing properties of each phase of matter;	X		
b) the effect of temperature on the phases of matter;	X		
c) atoms and elements;	X		
d) molecules and compounds; and	X		
e) mixtures including solutions.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.5 The student will investigate and understand that organisms are made of one or more cells and have distinguishing characteristics that play a vital role in the organism’s ability to survive and thrive in its environment. Key concepts include	X		
a) basic cell structures and functions;	X		
b) classification of organisms using physical characteristics, body structures, and behavior of the organism; and	X		
c) traits of organisms that allow them to survive in their environment.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include	X		
a) geological characteristics;	X		
b) physical characteristics; and	X		
c) ecological characteristics.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

**2012 Science Textbook Approval Committee Consensus
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Five**

Text Title Science Fusion Five Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print _____ Digital _____ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
5.7 The student will investigate and understand how Earth’s surface is constantly changing. Key concepts include	X		
a) identification of rock types;	X		
b) the rock cycle and how transformations between rocks occur;	X		
c) Earth history and fossil evidence;	X		
d) the basic structure of Earth’s interior;	X		
e) changes in Earth’s crust due to plate tectonics;	X		
f) weathering, erosion, and deposition; and	X		
g) human impact.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			