Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-1: Plan and carry out investigations (e.g., adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating salt water) to provide evidence that matter is made of particles too small to be seen.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-2: Investigate matter to provide mathematical evidence, including graphs, to show that regardless of the type of reaction (e.g., new substance forming due to dissolving or mixing) or change (e.g., phase change) that occurs when heating, cooling, or mixing substances, the total weight of the matter is conserved.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-3: Examine matter through observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility, density).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-4: Investigate whether the mixing of two or more substances results in new substances (e.g., mixing of baking soda and vinegar resulting in the formation of a new substance, gas; mixing of sand and water resulting in no new substance being formed).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-5: Construct explanations from observations to determine how the density of an object affects whether the object sinks or floats when placed in a liquid.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-6: Construct an explanation from evidence to illustrate that the gravitational force exerted by Earth on objects is directed downward towards the center of Earth.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-7: Design and conduct a test to modify the speed of a falling object due to gravity (e.g., constructing a parachute to keep an attached object from breaking).*

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-8: Defend the position that plants obtain materials needed for growth primarily from air and water.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ (a) Math Standards Connections Visible ☐ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-9: Construct an illustration to explain how plants use light energy to convert carbon dioxide and water into a storable fuel, carbohydrates, and a waste product, oxygen, during the process of photosynthesis.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-10: Construct and interpret models (e.g., diagrams, flow charts) to explain that energy in animals' food is used for body repair, growth, motion, and maintenance of body warmth and was once energy from the sun.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ (a) Math Standards Connections Visible ☐ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-11: Create a model to illustrate the transfer of matter among producers; consumers, including scavengers and decomposers; and the environment.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-12: Defend the claim that one factor determining the apparent brightness of the sun compared to other stars is the relative distance from Earth.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-13: Analyze data and represent with graphs 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 (e.g., shadows and the position and motion of Earth with respect to the sun, visibility of select stars only in particular months).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ (a) Math Standards Connections Visible ☐ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-14: Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-15: Identify the distribution of freshwater and salt water on Earth (e.g., oceans, lakes, rivers, glaciers, ground water, polar ice caps) and construct a graphical representation depicting the amounts and percentages found in different reservoirs.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ (a) Math Standards Connections Visible ☐ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-16: Collect and organize scientific ideas that individuals and communities can use to protect Earth's natural resources and its environment (e.g., terracing land to prevent soil erosion, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Fifth Grade Science Standards

Students will:

5-17: Design solutions, test, and revise a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup).*

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria

Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ (a) Math Standards Connections Visible ☐ (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)

Portions of the standard that are missing or not well developed in the instructional material (if any):

Comments:

Textbook Series/Title: _____ Reviewer Initials_____