

Process Standards (Scientific Investigation and Reasoning Skills)

- 5.1 Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices.
- 5.2 Scientific investigation and reasoning.** The student uses scientific practices during laboratory and scientific investigations.
- 5.4 Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry.

STAAR	Tools to Know	
≥ 40% of items will be dual coded	5.1(A)	demonstrate safe practices and the use of safety equipment as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate
	5.1(B)	make informed choices in the conservation, disposal, and recycling of materials
	5.2(A)	describe, plan, and implement simple experimental investigations testing one variable
	5.2(B)	ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology
	5.2(E)	demonstrate that repeated investigations may increase the reliability of results
	5.4(A)	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observations of habitats or organisms such as terrariums and aquariums

Physical Properties of Matter

- 5.5 Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.

STAAR	Readiness Standards	Supporting Standards
5-6 items	5.5(A) classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	5.5(B) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand and sand and water 5.5(C) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water 3.5(C) predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water or condensation forming on the outside of a glass of ice water or liquid water being heated to the point of becoming water vapor

Force, Motion, and Energy

- 5.6 Force, motion, and energy.** The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems.

7-9 items	5.6(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy 5.6(B) demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound 5.6(C) demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one medium to another and is refracted	5.6(D) design a simple experimental investigation that tests the effect of force on an object 3.6(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Natural Resources and Changes to Earth's Surface

- 5.7 Earth and space.** The student knows Earth's surface is constantly changing and consists of useful resources.

4-6 items	5.7(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels 5.7(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice	4.7(A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants 4.7(C) identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation 3.7(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides
-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Weather

5.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.

STAAR	Readiness Standards	Supporting Standards
1-2 items		5.8(A) differentiate between weather and climate 5.8(B) explain how the Sun and the ocean interact in the water cycle 4.8(A) measure, record, and predict changes in weather 4.8(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process

Space

5.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.

1-3 items	5.8(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	5.8(D) identify and compare the physical characteristics of the Sun, Earth, and Moon 4.8(C) collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time 3.8(D) identify the planets in Earth's solar system and their position in relation to the Sun
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Organisms and Environments

5.9 Organisms and environments. The student knows that there are relationships, systems, and cycles within environments.

6-7 items	5.9(A) observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components 5.9(B) describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers	5.9(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways 5.9(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models 3.9(A) observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem
-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Adaptations and Behaviors

5.10 Organisms and environments. The student knows that organisms have structures and behaviors that help them survive within their environments.

4-6 items	5.10(A) compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals 5.10(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle	3.10(B) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles
-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Process Standards (Scientific Investigation and Reasoning Skills)

5.2 Scientific investigation and reasoning. The student uses scientific practices during laboratory and scientific investigations.

5.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions.

STAAR	Ways to Show	
≥ 40% of items will be dual coded	5.2(C)	collect and record information using detailed observations and accurate measuring
	5.2(D)	analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence
	5.2(F)	communicate valid conclusions in both written and verbal forms
	5.2(G)	construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information
	5.3(A)	analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing
	5.3(B)	draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks
	5.3(C)	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

32 items	19-21 questions from Readiness Standards	11-13 questions from Supporting Standards
-----------------	-------------------------------------------------	--------------------------------------------------

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Science educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.