

Quarter				Instructional Shifts								
1	2	3	4		<i>Concepts and Skills</i>	Lab investigations	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				SR	<i>Science Investigation and Reasoning</i>							
				SR.A	<i>The student conducts classroom and outdoor investigations following home and safety procedures and uses environmentally appropriate and responsible</i>							
				1	Identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations including:							
				1a	Water safety goggles							
				1b	Washing hands							
				1c	Using materials appropriately							
				2	Recognize the importance of safe practices to keep self and others safe and healthy							
				3	Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic and metals							
				SR.B	<i>The student develops the abilities to ask questions and seek answers in classroom and outdoor investigations</i>							

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				1	Asks questions about organisms, objects, and events observed in the natural world							
				2	Plan and conduct descriptive investigations, such as ways objects move							
				3	Collect data and make observations using simple equipment specifically:							
				3a	Hand lenses							
				3b	Primary balances							
				3c	Non-standard measurement tools							
				4	Record and organize data and observations using pictures, numbers, and words							
				5	Communicate observations and justify explanations using student-generated data from simple descriptive investigations.							
				6	Compare results of investigations with what students and scientists know about the							
					SR.C <i>The student knows that information and critical thinking are used in scientific problem solving</i>							
				1	Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words							

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				2	Make predictions based on observable							
				3	Describe what scientists do .							
					SR.D <i>The student uses age appropriate tools and models to investigate the natural world.</i>							
				1	Collect information using tools including:							
				1a	computers							
				1b	hand lenses							
				1c	primary balances							
				1d	cups and bowls							
				1e	collecting nets							
				1f	notebooks							
				1g	timing devices							
				1h	clocks and timers							
				1i	non-standard measuring items such as paper clips, clothespins							
				1j	weather instruments such as thermometers, wind socks, wind vanes, rain gauges							
				1k	materials to support observations of habitats of organisms such as terrariums and aquariums							
				2	Measure and compare organisms and objects using non-standard units .							

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				ME	<i>Matter and Energy</i>							
				1	Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier, and lighter, shape, color, and texture							
				2	Predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating							
				FME	<i>Force, Motion and Energy</i>							
				1	Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life.							
				2	Predict and describe how a magnet can be used to push or pull an object							
				3	Describe the change in the location of an object such as closer to, nearer to and farther from							
				4	Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow,							

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				5	Identify and discuss how sound and light are import in everyday life.							
				6	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.							
				7	Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated and that some objects give off teir own light (i.e. flashlight in dark room, glow in the dark objects) (PS4-2).							
				8	Investigate the effects on an object by increasing or decreasing amounts of light such as how the color appears differently in dimmer light.							
				9	Pland and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light (PS4-3). Discuss how some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow (PS4-B).							

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				10	Plan and conduct investigations to show how mirrors can be used to redirect a light beam (PS4-B).							
				11	Plan and conduct investigations to provide evidencet that vibrating materials can make sound and that sound can make materials vibrate (PS4-1).							
				ES	<i>Earth and Space</i>							
				1	Observe, compare, describe and sort components of soil by size, texture, and color							
				2	Identify and describe a variety of natural sources of water, including streams, lakes, and oceans							
				3	Gather evidence of how rocks, soil, and water help to make useful products							
				4	Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm, or windy and rainy or icy							
				5	Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun.							

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				6	Identify characteristics of the seasons of the year and day and night							
				7	Demonstrate that air is all around us and observe that wind is moving air							
				8	Describe patterns of the sun, moon and stars that can be predicted (day/night, seasons, lunar cycle) (ESS1-1).							
				9	Make observations at different times of the year to relate the amount of daylight to the seasonal time of year (ESS1-2).							
				OE	<i>Organisms and Environments</i>							
				1	Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring							
				2	Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver							
				3	Gather evidence of interdependence among living organisms resemble their parents and have structures and processes that help them survive within their environments (LS3-1; LS1-2).							

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				4	Investigate how the external characteristics of an animal are related to where it lives , how it moves, and what it eats. Observe and discuss how shape and stability of structures of natural and designed objects are related to their function(s) (i.e. shapes of birds beaks or feet) (CC-6).							
				5	Identify and compare the parts of plants.							
				6	Observe how plants and animals respond to external stimuli (LS1-D).							
				7	Observe and record life cycles of animals such as a chicken, frog, or fish							
				8	Compare how different plant parts help them survive and grow (roots, stems, leaves, flowers, fruits) (LS1-A).							
				9	Design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs (LS1-1).							

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1	2	3	4		10 Observe and idscuss how every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials (CETS).							





















































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