Messages from Space
Grades 5-8

Grade Level Expectations for the Sunshine State Standards
Correlations for Primary Grade 5 Only

SCIENCE

Strand C: Force and Motion

Standard 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.

Benchmark
SC.C.2.2.1 The student recognizes that forces of gravity, magnetism, and electricity operate simple machines.

Strand E: Earth and Space

Standard 1: The student understands the interaction and organization in the Solar System and the Universe and how this affects life on Earth.

Benchmarks
SC.E.1.2.1 The student knows that the tilt of the Earth on its own axis as it rotates and revolves around the Sun causes changes in season, length of day, and energy available.
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.
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.
SC.E.1.2.5 The student understands the arrangement of planets in our Solar System.

Strand H: The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.

Benchmarks
SC.H.1.2.1 The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
SC.H.1.2.2 The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
SC.H.1.2.3 The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.
SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.
SC.H.1.2.5 The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

**Benchmark**
SC.H.2.1.1 The student knows that most natural events occur in patterns.
SC.H.2.2.1 The student knows that natural events are often predictable and logical.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

**Benchmarks**
SCH.3.2.1 The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.
SC.H.3.2.3 The student knows that before a group of people build something or try something new, they should determine how it may affect other people.
SC.H.3.2.4 The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.
Strand A: Reading

Standard 1: The student uses the reading process effectively.

Benchmarks
LA.A.1.2.1 The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
LA.A.1.2.2 The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.

Standard 2: The student constructs meaning from a wide range of texts.

Benchmarks
LA.A.2.1.2 The student selects material to read for pleasure.
LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.

Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmarks
LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.
LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instruction.

Standard 2: The student writes to communicate ideas and information effectively.

Benchmarks
LA.B.2.2.3 The student writes for a variety of occasions, audiences, and purposes.
LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.
LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

Strand C: Listening, Viewing, and Speaking

Standard 3: The student uses speaking strategies effectively.
Benchmarks
LA.C.3.1.1 The student speaks clearly and at a volume audible in large- or small-group settings.
LA.C.3.1.2 The student asks questions to seek answers and further explanation of other people’s ideas.