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

Text Title Science Fusion Kindergarten **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 Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.1	X		
K.1a	X		
K.1b		X	
K.1c	X		
K.1d	X		
K.1e	X		
K.1f	X		
K.1g	X		
K.1h	X		
K.1i	X		
K.1j		X	
K.1k	X		
K.2	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.2a	X		
K.2b	X		
K.3	X		
K.3a	X		
K.3b	X		
K.4	X		
K.4a	X		
K.4b	X		
K.4c	X		
K.4d	X		
K.4e	X		
K.5	X		
K.5a	X		

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Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.5b	X		
K.5c	X		
K.6	X		
K.6a	X		
K.6b	X		
K.7	X		
K.7a		X	
K.7b	X		
K.7c	X		
K.7d	X		
K.8	X		
K.8a	X		
K.8b	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.9	X		
K.9a	X		
K.9b		X	
K.9c	X		
K.10	X		
K.10a		X	
K.10b	X		
K.11	X		
K.11a	X		
K.11b	X		
K.11c	X		

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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 X**	**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:		

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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.
	Comments:		
5. Graphics and illustrations are appropriate.	**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.
	Comments:		
6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.	**Adequate X**	**Limited**	**No Evidence**
	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:		

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
K.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) basic characteristics or properties of objects are identified by direct observation;	X		
b) observations are made from multiple positions to achieve different perspectives;		X	
c) a set of objects is sequenced according to size;	X		
d) a set of objects is separated into two groups based on a single physical characteristic;	X		
e) nonstandard units are used to measure the length, mass, and volume of common objects;	X		
f) observations and predictions are made for an unseen member in a sequence of objects;	X		
g) a question is developed and predictions are made from one or more observations;	X		
h) observations are recorded;	X		

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
i) picture graphs are constructed;	X		
j) unusual or unexpected results in an activity are recognized; and		X	
k) objects are described both pictorially and verbally.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include	X		
a) the five senses and corresponding sensing organs; and	X		
b) sensory descriptors used to describe common objects and phenomena.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include	X		
a) magnetism and its effects; and	X		
b) useful applications of magnetism.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include	X		
a) colors of objects;	X		
b) shapes and forms of objects;	X		
c) textures and feel of objects;	X		
d) relative sizes and weights of objects; and	X		
e) relative positions and speed of objects.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include	X		
a) water occurs in different phases;	X		
b) water flows downhill; and	X		
c) some materials float in water, while others sink.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include	X		
a) all things can be classified as living or nonliving; and	X		
b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include	X		
a) animals need adequate food, water, shelter, air, and space to survive;		X	
b) plants need nutrients, water, air, light, and a place to grow to survive;	X		
c) plants and animals change as they grow, have varied life cycles, and eventually die; and	X		
d) offspring of plants and animals are similar but not identical to their parents or to one another.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include	X		
a) shadows occur in nature when sunlight is blocked by an object; and	X		
b) shadows can be produced by blocking artificial light sources.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include	X		
a) weather observations;	X		
b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and		X	
c) animal and plant growth.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**LIMITED**	**No Evidence**
K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include	X		
a) natural and human-made things may change over time; and		X	
b) changes can be observed and measured.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include	X		
a) materials and objects can be used over and over again;	X		
b) everyday materials can be recycled; and	X		
c) water and energy conservation at home and in school helps ensure resources are available for future use.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			