

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

3rd Grade: Readorium Alignment with Georgia State Science Standards					
			Readorium Books	Readorium Articles/Videos	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
Earth Science and Space Science					
S3E1.	Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.	a. Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. Mohs scale should be studied at this level.		<ul style="list-style-type: none"> • Rocks Rock(A) • A River of Ice(A) • Antlers, Shells, and Beaks(V) 	
		b. Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).		<ul style="list-style-type: none"> • Rocks Rock (A) • How Plants Survive, Part 1 (A) • How Plants Survive, Part 2 (A) 	S3
		c. Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. Examples could include ripples in dirt on a playground and a hole formed under gutters.			
S3E2	Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.	a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.	<ul style="list-style-type: none"> • Birds of a Feather • Dependency of Life (The) 	<ul style="list-style-type: none"> • Rocks Rock(A) • Biotechnology(A) 	<ul style="list-style-type: none"> • Word learning Techniques (CL-1, A-1 What is Archeology) • Word learning Techniques (CL-1, A-2 How Archaeologists Work)
		b. Develop a model to describe the sequence and conditions required	<ul style="list-style-type: none"> • Dependency of Life (The) 		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		for an organism to become fossilized. (Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)	<ul style="list-style-type: none"> Powering Our Lives with Energy 		
<ul style="list-style-type: none"> Physical Science 					
S3P1	Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.	a. Ask questions to identify sources of heat energy. Examples could include sunlight, friction, and burning.	<ul style="list-style-type: none"> Amusement Park Physics ·Olympic Champs: · It's Not Just Luck – It's Physics! · On the Move with · Transportation Technology · Unbalanced Forces 	<ul style="list-style-type: none"> The Science of Movie Stunts(A) 	
		b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (The use of both Fahrenheit and Celsius temperature scales is expected.)		<ul style="list-style-type: none"> · Cool Beams!(A) 	
		c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.		<ul style="list-style-type: none"> Our Own Star, the Sun(A) Strange Stars(A) Splash(A) The Science of Jelly Beans(A) What is Sea Ice and Why is it Shrinking?(V) 	<ul style="list-style-type: none"> Graphic Features (CL-1, A-1 · What is "Global Climate Change?) · Graphic Features (CL-1, A-2 · What is "The Greenhouse Effect"?)
Life Science					
S3L1	Obtain, evaluate, and communicate information about the similarities and	a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.	Using Readorium's reading comprehension program, students will read about investigations that have been completed by scientists of many fields.		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

	differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia	b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	<ul style="list-style-type: none"> • Wonder Fabrics (A) • Biotechnology(A) • A Sweet Treat(A) • The Venus Flytrap: A Meat-Eating Plant(A) • How Plants Survive: Part 2 (A) 	
		c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another	<ul style="list-style-type: none"> • Crime Scene Science(A) • Bee Bee-havior(A) • Tigers and Lions!(A) • Weird Animal Defense Mechanisms (A) • The Amazing Water Bear(A) • Fireflies of the Ocean: Noctiluca Scintillans(A) • Cicada Swarm(A) • Carnivorous Dinosaurs(A) • Herbivorous Dinosaurs(A) • How Spiders Catch Prey(A) • How Plants Survive: Part 1 (A) • How Plants Survive: Part 2 (A) • Make Way for Ducklings(V) • Orangutan Copycats(V) • Beluga Whales(V) • Emperor Penguins(V) • Polar Bears(V) • Walruses(V) • Babies and Learning(V) • Bird Brains(V) • Invasion of the Earthworms!(V) • Social Insects(V) • Batty for Bats(V) 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

				<ul style="list-style-type: none"> • Antlers, Shells, and Beaks(V) • Pig Poop Fuel(V) • Virtual Reality Scientists(V) • Sea Turtles(V) 	
		d. Explain what will happen to an organism if the habitat is changed	<ul style="list-style-type: none"> • Beetlemania • Birds of a Feather • Deadliest Creatures • Deep Sea Creatures • Dependency of Life • Exploring Ecosystems • Invasive Species • Spider Stories • Weird and Wonderful World of Plants 	<ul style="list-style-type: none"> • How Plants Survive: Part 1 (A) • How Plants Survive: Part 2 (A) • Shrimp Farming-A Shocking Environmental Tale (A) • Evolution of the Peppered Moth (A) 	<ul style="list-style-type: none"> • Click or Clunk (CL-1, A-1, Why Save Rainforests?) • Main Idea and Supporting Details (CL-1, A-1 & 2) • Mantled Howler Monkeys)
S3L2	Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment	a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.	<ul style="list-style-type: none"> • Polluting Our Earth • Earth’s Systems • Exploring the Ocean Depths 	<ul style="list-style-type: none"> • Our Debris Filling the Ocean(V) 	<ul style="list-style-type: none"> • Click or Clunk (CL-2, A-2, Garbage Island)
		b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	<ul style="list-style-type: none"> • Polluting Our Earth • Earth’s Systems • Exploring the Ocean Depths 	<ul style="list-style-type: none"> • Our Debris Filling the Ocean(V) 	<ul style="list-style-type: none"> • Click or Clunk (CL-2, A-2, Garbage Island) • Questioning (CL-2, A-1 Crazy Careers in Science)

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

4th Grade					
Earth and Space Science					
			Readorium Books	Readorium Articles/Videos	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
S4E1	Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets	a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky.	<ul style="list-style-type: none"> • Deep Space 	<ul style="list-style-type: none"> • Spirit and Opportunity on Mars:(A) • The Biggest Shadow of All: · A Solar Eclipse(A) • Where Did the Planets Come From?(A) • Voyager Space Probes(A) • The Challenge of · Gravity(A) • Black Holes(V) • Earthquakes(V) • Tsunami Research(V) • When Lightning Strikes(V) • Core on the Floor(V) • What is Sea Ice and Why is it Shrinking?(V) 	
		b. Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others.		<ul style="list-style-type: none"> • Strange Stars(A) • The Future of the Sun(A) 	<ul style="list-style-type: none"> • ·Inferring and Predicting (CL-1, A-2 What is a Planet?)

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		(Differences are limited to distance and size, not age or stage of evolution.)			
		c. Construct an explanation of the differences between stars and planets.	<ul style="list-style-type: none"> • Deep Space 	<ul style="list-style-type: none"> • Where Did the Planets Come From?(A) • Treasures in the Sky(A) 	<ul style="list-style-type: none"> • Inferring and Predicting (CL-1, A-2 What is a Planet?)
		d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun. (Composition of planets is limited to rocky vs. gaseous.)	<ul style="list-style-type: none"> • Living in Space • Deep Space 	<ul style="list-style-type: none"> • Catching a Comet(A) • Treasures in the Sky(A) • The Challenge of Gravity(A) • Black Holes(V) 	
S4E2	Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.	a. Develop a model to support an explanation of why the length of day and night change throughout the year.	<ul style="list-style-type: none"> • Our Planet Earth 	<ul style="list-style-type: none"> • A Trip to Mars(A) 	<ul style="list-style-type: none"> • Inferring and Predicting (CL-1, A-1, What Causes the Seasons?) • Inferring and Predicting (CL-1, A-2 What is a Planet?)
		b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).			
		c. Construct an explanation of how the Earth's orbit,		<ul style="list-style-type: none"> • How Can You Become an Astronaut?(A) 	<ul style="list-style-type: none"> • Inferring and Predicting (CL-1, A-1, What Causes the

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		with its consistent tilt, affects seasonal changes.		<ul style="list-style-type: none"> • The Biggest Shadow of All: · A Solar Eclipse(A) 	Seasons?) <ul style="list-style-type: none"> • Inferring and Predicting (CL-1, A-2 What is a Planet?)
					<ul style="list-style-type: none"> • Inferring and Predicting (CL-1, A-2 What is a Planet?)
S4E3	Obtain, evaluate, and communicate information to demonstrate the water cycle.	a. Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid.	<ul style="list-style-type: none"> • Food Chemistry • Weather Around the World • Food Chemistry 	<ul style="list-style-type: none"> • The Water Cycle(A) • How to Make Your Own Slime(A) 	
		b. Develop models to illustrate multiple pathways water may take during the water cycle (evaporation, condensation, and precipitation). (Students should understand that the water cycle does not follow a single pathway.)	<ul style="list-style-type: none"> • Weather Around the World • Earth's Systems 		
S4E4	Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.	a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.	<ul style="list-style-type: none"> • ·Weather Around the World 	<ul style="list-style-type: none"> • Look a Rainbow!(A) • Cool Beams!(A) 	<ul style="list-style-type: none"> • Author's Purpose (CL-1, A-1, Be a Weather Scientist)
		b. Interpret data from weather maps, including	<ul style="list-style-type: none"> • Weather Around the World 		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		fronts (warm, cold, and stationary), temperature, pressure, and precipitation to make an informed prediction about tomorrow's weather.			
		c. Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events.	<ul style="list-style-type: none"> Weather Around the World 	<ul style="list-style-type: none"> What is Sea Ice and Why is it Shrinking? 	
		d. Construct an explanation based on research to communicate the difference between weather and climate	<ul style="list-style-type: none"> Powering Our Lives with Energy Weather Around the World 	<ul style="list-style-type: none"> 	
Physical Science					
S4P1	Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.	a. Plan and carry out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent.	<ul style="list-style-type: none"> Deep Sea Creatures 	<ul style="list-style-type: none"> Look a Rainbow!(A) 	<ul style="list-style-type: none">
		b. Plan and carry out investigations to describe the path light travels from a light source to a mirror and how it is reflected by the	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Cool Beams!(A) 	<ul style="list-style-type: none"> Inferring and Predicting (CL-1, A-3, Why is the Sky Blue?)

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		mirror using different angles.			
		c. Plan and carry out an investigation utilizing everyday materials to explore examples of when light is refracted. (Everyday materials could include prisms, eyeglasses, and a glass of water.)	•	• Look a Rainbow!(A)	•
S4P2	Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.	a. Plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations.	<ul style="list-style-type: none"> • Assistive Technology • Good Vibes - Making Waves with Sound • How We Learn • Improving Lives with • Science of Music (The) 	<ul style="list-style-type: none"> • The Science of Movie Stunts(A) • Raise Your Voice(A) 	
		b. Design and construct a device to communicate across a distance using light and/or sound	<ul style="list-style-type: none"> • Assistive Technology • Good Vibes - Making Waves with Sound • How We Learn • Improving Lives with Assistive Technology • Science of Music (The) 	<ul style="list-style-type: none"> • The Brain!(A) • Raise Your Voice(A) 	
S4P3	Obtain, evaluate, and communicate information about the relationship between balanced	a. Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results.	<ul style="list-style-type: none"> • Amusement Park Physics • Olympic Champs: It's Not Just Luck – It's Physics! 	<ul style="list-style-type: none"> • The Science of Movie Stunts(A) • Amusement Park Physics(A) 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

	and unbalanced forces.	b. Construct an argument to support the claim that gravitational force affects the motion of an object.	<ul style="list-style-type: none"> • Amusement Park Physics • Olympic Champs: It's Not Just Luck – It's Physics! • Unbalanced Forces 		
		c. Ask questions to identify and explain the uses of simple machines (lever, pulley, wedge, inclined plane, wheel and axle, and screw) and how forces are changed when simple machines are used to complete tasks.	<ul style="list-style-type: none"> • Amusement Park Physics • Olympic Champs: It's Not Just Luck – It's Physics! • Unbalanced Forces 	•	
			<ul style="list-style-type: none"> • Amusement Park Physics • Olympic Champs: It's Not Just Luck – It's Physics! • Unbalanced Forces 	<ul style="list-style-type: none"> • Amazing Teen Scientist(A) • Black Holes(V) • Tsunami Research(V) • When Lightning Strikes(V) 	
Life Science					
S4L1	Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.	Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and	<ul style="list-style-type: none"> • Invasive Species • Life and Death in the Wild 	<ul style="list-style-type: none"> • Bee Bee-havior(A) • The Venus Flytrap: A • Meat-Eating Plant(A) • Interesting and Funny Animal Relationships (A) • The Amazing Water Bear (A) • Cicada Swarm(A) • The Symbiotic 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		scavengers.)		<p>Friendship of a Goby and a Shrimp (A)</p> <ul style="list-style-type: none"> • How Spiders Catch Prey(A) • Carnivorous Dinosaurs(A) • Herbivorous Dinosaurs(A) • Fireflies of the Ocean: Noctiluca Scintillans(A) • Make Way for Ducklings(V) • Antarctic Krill(V) • Emperor Penguins(V) • · Beluga Whales(V) • Polar Bears(V) • · Walruses(V) • Leaf Cutter Ants(V) • Invasion of the · Earthworms!(V) • Social Insects(V) • Batty for Bats(V) • Antlers, Shells, and Beaks(V) • Pig Poop Fuel(V) • Virtual Reality Scientists(V) • Sea Turtles(V) • Core on the Floor(V) • What is Sea Ice and Why is it Shrinking?(V) 	
		b. Develop simple models to	<ul style="list-style-type: none"> • Birds of a Feather 		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.	<ul style="list-style-type: none"> • Dependency of Life • Exploring Ecosystems 		
		Design a scenario to demonstrate the effect of a change on an ecosystem. (Include living and non-living factors in the scenario.)	<ul style="list-style-type: none"> • Exploring Ecosystems • Invasive Species 	<ul style="list-style-type: none"> • Mysteries of the Common Cold(A) • Understanding Asthma(A) • Our Debris Filling the Ocean(V) • Shrimp Farming - A Shocking Environment (A) • Evolution of the Peppered Moth (A) 	<ul style="list-style-type: none"> • Click or Clunk (CL-1, A-1, Why Save Rainforests?)
		d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.	<ul style="list-style-type: none"> • Life and Death in the Wild 	<ul style="list-style-type: none"> • Shrimp Farming - A Shocking Environment (A) 	<ul style="list-style-type: none"> • Click or Clunk (CL-1, A-1, Why Save Rainforests?)
S4L2 THERE IS NO S4L2 IN THE NEW STANDARDS (NOT ERASED	Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors	a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of	<ul style="list-style-type: none"> • Exploring the Ocean Depths • Buzzing About Bees and Wasps • Beetlemania • Birds of a Feather • Deadliest Creatures 	<ul style="list-style-type: none"> • Biotechnology(A) • A Sweet Treat(A) • Cancer: Cells Out of Control(A) • Weird Animal Defense Mechanisms(A) • The Venus Flytrap: A 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

<p>YET IN CASE THIS STANDARD IS SOMEWHERE ELSE.</p>	<p>(hibernation), and external features (camouflage and protection)</p>	<p>hibernation, protection etc.)</p>	<ul style="list-style-type: none"> • Dependency of Life • Exploring Ecosystems • Our Gross World • Invasive Species • Life and Death in the Wild • Secret Language of Animals (The) • Smarter Than You Think • Spiders Stories 	<ul style="list-style-type: none"> • Meat-Eating Plant(A) • Why Dandelions Are Dandy(A) • Interesting and Funny Animal Relationships(A) • Beneath the Fin(A) • How Spiders Catch Prey(A) • The Amazing Water Bear(A) • Cicada Swarm(A) • Carnivorous Dinosaurs(A) • Herbivorous Dinosaurs(A) • The Symbiotic Friendship of a Goby and a Shrimp(A) • Fireflies of the Ocean: Noctiluca Scintillans(A) • Make Way for Ducklings(V) • Monkey Business(V) • Orangutan Copycats(V) • Antarctic Krill(V) • Beluga Whales(V) • Emperor Penguins(V) • Polar Bears(V) • Walruses(V) • Bird Brains(V) • Picking Your Brain(V) • Leaf Cutter Ants(V) • Invasion of the Earthworms!(V) 	
--	---	--------------------------------------	--	---	--

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

				<ul style="list-style-type: none"> • Social Insects(V) • Batty for Bats(V) • Antlers, Shells, and Beaks(V) • Pig Poop Fuel(V) • Sea Turtles(V) • What is Sea Ice and Why is it Shrinking?(V) 	
		b. Identify factors that may have led to the extinction of some organisms	<ul style="list-style-type: none"> • Birds of a Feather • Deadliest Creatures • Dependency of Life • Exploring Ecosystems • Invasive Species • Life and Death in the Wild 	<ul style="list-style-type: none"> • Biotechnology(A) • Our Debris Filling the Ocean(V) 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

5th Grade					
Earth and Space Science					
			Readorium Books	Readorium Articles/Videos	Teacher Resource Center Classroom Strategy Lessons (CL) with Articles (A) by Standard
S5E1	Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.	a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).	<ul style="list-style-type: none"> • Changing Face of Earth • Natural Hazards that Shape the Earth • Too Much Water! 	<ul style="list-style-type: none"> • Rocks Rock(A) • A River of Ice(A) • Our Debris Filling the Ocean(V) • Too Much Water (A) 	
		b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.	<ul style="list-style-type: none"> • Changing Face of Earth • Exploring Ecosystems • Natural Hazards that Shape the Earth • Too Much Water! 	<ul style="list-style-type: none"> • A Trip to Mars(A) • Treasures in the Sky(A) • Tsunami Research(V) • When Lightning Strikes(V) • Core on the Floor(V) • What is Sea Ice and Why is it Shrinking?(V) 	<ul style="list-style-type: none"> • Author's Purpose (CL-1-A3, Tornado)

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		c. Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes. (Examples could include seismological studies, flood forecasting (GIS maps), engineering/construction methods and materials, and infrared/satellite imagery.)	<ul style="list-style-type: none"> • Powering Our Lives with Energy 	<ul style="list-style-type: none"> • Too Much Water (A) 	
Physical Science					
S5P1.	Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.	<ul style="list-style-type: none"> • A River of Ice(A) • Crime Scene Science(A) • Earthquakes(V) • When Lightning Strikes(V) 		
		b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.	<ul style="list-style-type: none"> • Solving Crimes with Chemistry • Making Movie magic 	<ul style="list-style-type: none"> • Rocks Rock (A) • A River of Ice (A) • Crime Scene Science (A) • Earthquakes (V) • When Lightning Strikes (V) 	
		c. Plan and carry out an	<ul style="list-style-type: none"> • Weather Around the 	<ul style="list-style-type: none"> • What is Sea Ice and Why 	<ul style="list-style-type: none"> • Inferring and

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).	World <ul style="list-style-type: none"> • Food Chemistry • Making Movie Magic 	is it Shrinking?(V)	Predicting (CL-2, A-3, Cafeteria Chemistry)
S5P2	Obtain, evaluate, and communicate information to investigate electricity.	a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity			
		b. Design a complete, simple electric circuit, and explain all necessary components.			
		c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.			
S5P3	Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.	a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (Function is limited to understanding temporary and permanent magnetism.)	Readorium is a web-based reading comprehension program that gives the students the opportunity to learn about what scientists do and how they do it. Performance activities and hands on opportunities should be given to the students through the district chosen science curriculum.		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. (The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.)		<ul style="list-style-type: none"> • Magnificent Magnets (A) • A Magnet Experiment (A) • Fishing for Staples: A Magnetic Drama (A) • Adventures of Messy Magnet (A) 	
Life Science					
S5L1	Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	a. Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.	<ul style="list-style-type: none"> • Birds of a Feather 	<ul style="list-style-type: none"> • Why Are Some Hands More "Handy" (A) • Bee Bee-havior(A) • Tigers and Lions!(A) • The Venus Flytrap: A Meat-Eating Plant(A) • Interesting and Funny Animal Relationships(A) • Beneath the Fin(A) • Carnivorous Dinosaurs(A) • Cicada Swarm(A) • Monkey Business(V) • Antarctic Krill(V) • Core on the Floor(V) 	
		b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed	<ul style="list-style-type: none"> • Weird and Wonderful Plants 		

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		producers) using data from multiple sources.			
S5L2	Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.	a. Ask questions to compare and contrast instincts and learned behaviors.	<ul style="list-style-type: none"> • Inheritance: It's All in the Genes • Smarter Than You Think • Just by a Whisker (V) 	<ul style="list-style-type: none"> • 	
		b. Ask questions to compare and contrast inherited and acquired physical traits. (Punnett squares and genetics are taught in future grades.)	<ul style="list-style-type: none"> • Technology Changes Medicine • Inheritance: It's All in the Genes 	<ul style="list-style-type: none"> • Raise Your Voice(A) 	
S5L3	Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.	a. Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.	<ul style="list-style-type: none"> • Solving Crimes with Forensics • Technology Changes Medicine 	<ul style="list-style-type: none"> • Crime Scene Science(A) • Hair Time!(A) • Cancer: Cells Out of Control(A) • Science Pirates - Agar Song (V) • How Plants Survive, Part 2 (A) 	
		b. Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).	<ul style="list-style-type: none"> • Inheritance: It's All in the Genes 		
		c. Construct an explanation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Hair Time!(A) 	

Readorium Rising Reader (GR 3-5) Alignment with Georgia State Science Standards

		that differentiates between the structure of plant and animal cells		<ul style="list-style-type: none"> • Science Pirates - Agar Song (V) • Science Pirates - Bacteria (V) 	
S5L4	Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms. (Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.)	a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.		<ul style="list-style-type: none"> • Crime Scene Science(A) • Science Pirates - Agar Song (V) • Science Pirates - Bacteria (V) 	<ul style="list-style-type: none"> • Text Organization (CL-2, A-1 Inside Your Body)
		b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.	<ul style="list-style-type: none"> • Technology Changes Medicine • Life and Death in the Wild • Invasive Species • Our Gross World 	<ul style="list-style-type: none"> • Bee Bee-havior(A) • Science Pirates - Wash Your Hands (V) 	<ul style="list-style-type: none"> • Text Organization (CL-2, A-1 Inside Your Body)