

**2011-2012 Science Textbook Approval Committee Member
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Two**

Text Title: Discovery Education Science Techbook for Virginia – Grade 2

Publisher Discovery Education Print ____ Digital X Combination ____

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Two Summary	Rating		
	Adequate	Limited	No Evidence
2.1	X		
2.1a	X		
2.1b	X		
2.1c	X		
2.1d	X		
2.1e	X		
2.1f		X	
2.1g	X		
2.1h	X		
2.1i	X		
2.1j	X		
2.1k	X		
2.1l	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Two Summary	Rating		
	Adequate	Limited	No Evidence
2.1m	X		
2.2	X		
2.2a	X		
2.2b	X		
2.3	X		
2.3a	X		
2.3b	X		
2.3c	X		
2.4	X		
2.4a	X		
2.4b	X		
2.5	X		
2.5a		X	

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Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Two Summary	Rating		
	Adequate	Limited	No Evidence
2.5b	X		
2.5c	X		
2.5d		X	
2.6	X		
2.6a	X		
2.6b	X		
2.6c	X		
2.7	X		
2.7a	X		
2.7b	X		
2.8	X		
2.8a	X		
2.8b	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework Grade Two Summary	Rating		
	Adequate	Limited	No Evidence
2.8c	X		
2.8d	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	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 lac2 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 lac2 variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
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.
6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.	Adequate X	Limited X	No Evidence
	Materials (investigations, laboratories, and inquiry activities) provide students with opportunities to integrate s2ills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with limited opportunities to integrate s2ills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with no opportunities to integrate s2ills 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
2.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
a) observations and predictions are made and questions are formed;	X		
b) observations are differentiated from personal interpretation;	X		
c) observations are repeated to ensure accuracy;	X		
d) two or more characteristics or properties are used to classify items;	X		
e) length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;	X		
f) time is measured using the proper tools;		X	
g) conditions that influence a change are identified and inferences are made;	X		
h) data are collected and recorded, and bar graphs are constructed using numbered axes;	X		
i) data are analyzed, and unexpected or unusual quantitative data are recognized;	X		
j) conclusions are drawn;	X		
k) observations and data are communicated;	X		
l) simple physical models are designed and constructed to clarify explanations and show relationships; and	X		
m) current applications are used to reinforce science concepts.	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
2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include	X		
a) magnetism , iron, magnetic/nonmagnetic, poles, attract/repel; and	X		
b) important applications of magnetism.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include	X		
a) identification of distinguishing characteristics of solids, liquids, and gases;	X		
b) measurement of the mass and volume of solids and liquids; and	X		
c) changes in phases of matter with the addition or removal of energy.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concepts include	X		
a) animal life cycles; and	X		
b) plant life cycles.	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
2.5 The student will investigate and understand that living things are part of a system. Key concepts include	X		
a) living organisms are interdependent with their living and nonliving surroundings;		X	
b) an animal’s habitat includes adequate food, water, shelter or cover, and space;	X		
c) habitats change over time due to many influences; and	X		
d) fossils provide information about living systems that were on Earth years ago.		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
2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include	X		
a) identification of common storms and other weather phenomena;	X		
b) the uses and importance of measuring, recording, and interpreting weather data; and	X		
c) the uses and importance of tracking weather data over time.	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
2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include	X		
a) effects of weather and seasonal changes on the growth and behavior of living things; and	X		
b) weathering and erosion of land surfaces.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			

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	Adequate	Limited	No Evidence
2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include	X		
a) important plant products are identified and classified;	X		
b) the availability of plant products affects the development of a geographic area;	X		
c) plants provide oxygen, homes, and food for many animals; and	X		
d) plants can help reduce erosion.	X		
Comments: Provide comments to support “limited” or “no evidence” ratings.			