

Reporting Category	Readiness Standards	Supporting Standards
1 Matter and Energy	<p>2.5.A classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid*</p> <p>2.5.D combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties</p>	<p>2.5.B compare changes in materials caused by heating and cooling*</p> <p>2.5.C demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting</p>
2 Force, Motion, and Energy	<p>2.6.A investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter*</p>	<p>2.6.B observe and identify how magnets are used in everyday life*</p> <p>2.6.C trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp</p> <p>2.6.D compare patterns of movement of objects such as sliding, rolling, and spinning</p>
3 Earth and Space	<p>2.7.A observe and describe rocks by size, texture, and color</p> <p>2.8.A measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data*</p>	<p>2.7.B identify and compare the properties of natural sources of freshwater and saltwater</p> <p>2.7.C distinguish between natural and manmade resources</p> <p>2.8.B identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation</p> <p>2.8.C explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions*</p> <p>2.8.D observe, describe, and record patterns of objects in the sky, including the appearance of the Moon*</p>
4 Organisms and Environments	<p>2.9.A identify the basic needs of plants and animals</p> <p>2.9.C compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area*</p>	<p>2.9.B identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things*</p> <p>2.10.A observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water*</p> <p>2.10.B observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant*</p> <p>2.10.C investigate and record some of the unique stages that insects undergo during their life cycle*</p>

Process Standards (Scientific investigation and Reasoning Skills)

- 2.1.A identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately
- 2.1.B describe the importance of safe practices
- 2.1.C identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal
- 2.2.A ask questions about organisms, objects, and events during observations and investigations
- 2.2.B plan and conduct descriptive investigations such as how organisms grow
- 2.2.C collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools
- 2.2.D record and organize data using pictures, numbers, and words
- 2.2.E communicate observations and justify explanations using student-generated data from simple descriptive investigations
- 2.2.F compare results of investigations with what students and scientists know about the world
- 2.3.A identify and explain a problem in his/her own words and propose a task and solution for the problem such as lack of water in a habitat
- 2.3.B make predictions based on observable patterns
- 2.3.C identify what a scientist is and explore what different scientists do
- 2.4.A collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums
- 2.4.B measure and compare organisms and objects using non-standard units that approximate metric units

* = Aligned with STAAR Assessed Curriculum at Grade 5

NOTE: *The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Science teachers. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.*