Delta Education

Oregon Science Adoption

Full Option Science System™ (FOSS®)
Delta Science Modules™

Correlations to Oregon Science Standards

Grades K–6

This correlation shows representative examples of investigations and activities from the FOSS Program and the DSM Program that address the Oregon State Core and Science Content Standards. A citation does not reflect all of the investigations or activities that might address a particular proficiency.

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Delta Education
Oregon Science Adoption

FOSS AND DELTA EDUCATION
K–6 SCIENCE SCOPE AND SEQUENCE

	LIFE, EARTH/SPACE, PHYSICAL, AND SCIENTIFIC INQUIRY/ENGINEERING DESIGN			DELTA READERS
KINDERGARTEN	Animals Two by Two	Trees	Wood and Paper	Sunshine and Shadows *DSR*
GRADE 1	Insects and Plants	Pebbles, Sand and Silt	Solids and Liquids	
GRADE 2	Plants and Animals	Air and Weather	Balance and Motion	
GRADE 3	Structures of Life	Water	Force and Motion *DSM*	Weather Watching *DSR*
GRADE 4	Food Chains and Webs *DSM*	Earth Materials Ideas and Inventions	Matter and Energy	Dinosaurs and Fossils *DSR*
GRADE 5	Living Systems	Water Planet	Magnetism and Electricity	Environments *FOSS–SS* Forces and Motion *DSCR*
GRADE 6	Diversity of Life	Earth Processes *DSM* Models and Designs	Mixtures and Solutions	Astronomy *DSR* Erosion *DSR*

FOSS–SS *– FOSS® Science Stories* • ***DSM*** *– Delta Science Modules™* • ***DSR*** *– Delta Science Readers™* • ***DSCR*** *– Delta Science Content Readers™*

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Delta Education ...because children learn by doing.®
School Specialty Science
FOSS FULL OPTION SCIENCE SYSTEM®
DSM THIRD EDITION

Delta Education Adopted Materials Correlated to Oregon Science Standards
KINDERGARTEN

K.1 Structure and Function: The natural world includes living and non-living things.	**ATT**	**T**	**WP**	**DR**
K.1P.1 Compare and contrast characteristics of living and non-living things.	✔	✔	✔	
K.1L.1 Compare and contrast characteristics of plants and animals.	✔	✔		
K.1E.1 Gather evidence that the sun warms land, air, and water.		✔		✔
K.2 Interaction and Change: Living and non-living things move.	**ATT**	**T**	**WP**	**DR**
K.2P.1 Examine the different ways things move.	✔		✔	
K.2E.1 Identify changes in things seen in the sky.		✔		✔
K.3 Scientific Inquiry: Science explores the natural world through observation.	**ATT**	**T**	**WP**	**DR**
K.3S.1 Explore questions about living and non-living things and events in the natural world.	✔	✔	✔	
K.3S.2 Make observations about the natural world.	✔	✔		
K.4 Engineering Design: Engineering design is used to design and build things.	**ATT**	**T**	**WP**	**DR**
K.4D.1 Create structures using natural or designed materials and simple tools.			✔	
K.4D.2 Show how components of designed structures can be disassembled and reassembled.			✔	

A — Animals Two by Two • T — Trees • WP — Wood and Paper • DR — Delta Reader

Delta Education Adopted Materials Correlated to Oregon Science Standards
KINDERGARTEN

K.1 Structure and Function: The natural world includes living and non-living things.	
K.1P.1 Compare and contrast characteristics of living and non-living things.	**Animals Two by Two**: Investigation 1, Parts 1–4; Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4; Investigation 5, Parts 1-4. **Trees**: Investigation 1, Parts 1-8; Investigation 2, Parts 1-6; Investigation 3, Parts 1-5; Science Stories, pp. 3-24. **Wood and Paper**: Investigation 1, Parts 1-5; Investigation 3, Parts 1-4; Science Stories, pp. 3-8, 13-18.
K.1L.1 Compare and contrast characteristics of plants and animals.	**Animals Two by Two**: Investigation 1, Parts 1–4; Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4; Investigation 5, Parts 1-4; Science Stories, pp. 3-24. **Trees**: Investigation 1, Parts 1-8; Investigation 2, Parts 1-6; Investigation 3, Parts 1-5. Science Stories, pp. 3-24.
K.1E.1 Gather evidence that the sun warms land, air, and water.	**Trees**: Science Stories, pp. 14-16, 18-20. **Delta Science Reader**: *Sunshine and Shadows*, pp. 2, 16.
K.2 Interaction and Change: Living and non-living things move.	
K.2P.1 Examine the different ways things move.	**Animals Two by Two**: Investigation 1, Parts 1–4; Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4; Investigation 5, Parts 1-4. **Wood and Paper**: Investigation 1, Parts 4-5.
K.2E.1 Identify changes in things seen in the sky.	**Trees**: Tools for Observing Weather, Tool 1, Tool 3. **Delta Science Reader**: *Sunshine and Shadows*, pp. 8-9.
K.3 Scientific Inquiry: Science explores the natural world through observation.	
K.3S.1 Explore questions about living and non-living things and events in the natural world.	**Animals Two by Two**: Investigation 1, Parts 1–4; Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4; Investigation 5, Parts 1-4. **Trees**: Investigation 1, Parts 1-8; Investigation 2, Parts 1-6; Investigation 3, Parts 1-5. **Wood and Paper**: Investigation 1, Parts 1-5; Investigation 3, Parts 1-4; Investigation 4, Part 1.
K.3S.2 Make observations about the natural world.	**Animals Two by Two**: Investigation 1, Parts 1–4; Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4. **Trees**: Investigation 1, Parts 1-2; Investigation 2, Parts 1-3; Investigation 3, Parts 1-9.
K.4 Engineering Design: Engineering design is used to design and build things.	
K.4D.1 Create structures using natural or designed materials and simple tools. disassembled and reassembled.	**Wood and Paper**: Investigation 2, Parts 3-4; Investigation 4, Part 2; Investigation 5, Parts 1-3.
K.4D.2 Show how components of designed structures can be disassembled and reassembled.	**Wood and Paper**: Investigation 5, Parts 1-3.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 1

1.1 Structure and Function: Living and non-living things have characteristics and properties.	**IP**	**PSS**	**SL**	**Other**
1.1P.1 Compare and contrast physical properties and composition of objects.		✔	✔	✔
1.1L.1 Compare and contrast characteristics among individuals within one plant or animal group.	✔			✔
1.1E.1 Examine characteristics and physical properties of Earth materials.		✔		
1.2 Interaction and Change: Living and non-living things interact.	**IP**	**PSS**	**SL**	**Other**
1.2P.1 Describe the motion of objects when a force is applied.				✔
1.2L.1 Describe the basic needs of living things.	✔			✔
1.3 Scientific Inquiry: Science explores the natural world using evidence from observations.	**IP**	**PSS**	**SL**	**Other**
1.3S.1 Identify and use tools to make careful observations and answer questions about the natural world.	✔	✔	✔	✔
1.3S.2 Record observations with pictures, numbers, or written statements.	✔	✔	✔	✔
1.3S.3 Describe why recording accurate observations is important in science.	✔	✔	✔	✔
1.4 Engineering Design: Engineering design is used to design and build things to meet a need.	**IP**	**PSS**	**SL**	**Other**
1.4D.1 Identify basic tools used in engineering design.		✔	✔	✔
1.4D.2 Demonstrate that designed structures have parts that work together to perform a function.			✔	✔
1.4D.3 Show how tools are used to complete tasks every day.		✔	✔	✔

IP — Insects and Plants • PSS — Pebbles, Sand, and Silt • SL — Solids and Liquids • Other — Covered by another grade level

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 1

1.1 Structure and Function: Living and non-living things have characteristics and properties.	
1.1P.1 Compare and contrast physical properties and composition of objects.	**Pebbles, Sand and Silt**: Investigation 1, Parts 1-5; Investigation 2, Parts 1-4; Science Stories, pp. 8-9. **Solids and Liquids**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-3. **Air and Weather (Gr 2)**: Investigation 1, Parts 1-6; Investigation 2, Parts 2-4; Investigation 3, Parts 1-5; Science Stories, pp. 3-6.
1.1L.1 Compare and contrast characteristics among individuals within one plant or animal group.	**Insects and Plants**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-4; Investigation 5, Parts 1-3; Science Resource Book, pp. 8-10, 21-24, 30-33. **Plants and Animals (Gr 2)**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-2.
1.1E.1 Examine characteristics and physical properties of Earth materials.	**Pebbles, Sand and Silt**: Investigation 1, Parts 1-5; Investigation 2, Parts 1-4; Investigation 4, Parts 1-3; Science Stories, pp. 3-9, 20-23.
1.2 Interaction and Change: Living and non-living things interact.	
1.2P.1 Describe the motion of objects when a force is applied.	**Balance and Motion (Gr 2)**: Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Science Stories, pp. 10-21. **Air and Weather (Gr 2)**: Investigation 1, Parts 4-6; Investigation 3, Parts 2-3.
1.2L.1 Describe the basic needs of living things.	**Insects and Plants**: Investigation 1, Part 1; Investigation 2, Parts 1-2; Investigation 3, Part 2; Investigation 4, Part 2; Investigation 5, Part 1. **Plants and Animals (Gr 2)**: Investigation 1, Part 1; Investigation 2, Parts 1, 3; Investigation 3, Parts 1-2; Science Resource Book, pp. 3-7, 21-24.
1.3 Scientific Inquiry: Science explores the natural world using evidence from observations.	
1.3S.1 Identify and use tools to make careful observations and answer questions about the natural world.	**Insects and Plants**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3, Investigation 5, Parts 1-3. **Pebbles, Sand and Silt**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-4. **Solids and Liquids**: Investigation 3, Parts 2, 4. **Air and Weather (Gr 2)**: Investigation 1, Parts 4-5; Investigation 2, Parts 1, 2, 4; Investigation 3, Parts 2, 4.
1.3S.2 Record observations with pictures, numbers, or written statements.	**Insects and Plants**: All Investigations 1-5, All Parts. **Pebbles, Sand and Silt**: Investigation 1, Parts 1-2; Investigation 2, Parts 1-4; Investigation 3, Part 1; Investigation 4, Part 1. **Solids and Liquids**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-3. **Air and Weather (Gr 2)**: Investigation 1, Parts 1-5; Investigation 2, Parts 1-4; Investigation 3, Parts 2, 4; Investigation 4, Parts 1-4. **Balance and Motion (Gr 2)**: Investigation 1, Parts 2-3. **Plants and Animals (Gr 2)**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-2.
1.3S.3 Describe why recording accurate observations is important in science.	**Insects and Plants**: All Investigations 1-5, All Parts. **Pebbles, Sand and Silt**: Investigation 1, Parts 1-2; Investigation 2, Parts 1-4; Investigation 3, Part 1. **Solids and Liquids**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-3. **Air and Weather (Gr 2)**: Investigation 1, Parts 1-5; Investigation 2, Parts 1-4; Investigation 3, Parts 2, 4; Investigation 4, Parts 1-4. **Balance and Motion (Gr 2)**: Investigation 1, Parts 2-3. **Plants and Animals (Gr 2)**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-2.

Delta Education Adopted Materials Correlated to Oregon Science Standards

GRADE 1 *(continued)*

1.4 Engineering Design: Engineering design is used to design and build things to meet a need.	
1.4D.1 Identify basic tools used in engineering design.	**Pebbles, Sand and Silt**: Investigation 3, Parts 2, 5; Science Stories, pp. 16-19. **Solids and Liquids**: Investigation 1, Part 3. **Air and Weather (Gr 2)**: Investigation 2, Parts 3, 6. **Balance and Motion (Gr 2)**: Investigation 1, Parts 3-4; Science Stories, pp. 14-16.
1.4D.2 Demonstrate that designed structures have parts that work together to perform a function.	**Solids and Liquids**: Investigation 1, Part 3. **Air and Weather (Gr 2)**: Investigation 1, Part 5. **Balance and Motion (Gr 2)**: Investigation 1, Parts 3-4; Investigation 2, Part 1, 3. Investigation 3, Parts 1-3; Science Stories, pp. 14-16.
1.4D.3 Show how tools are used to complete tasks every day.	**Pebbles, Sand, and Silt**: Investigation 3, Part 2; Science Stories, pp. 8-13. **Solids and Liquids**: Investigation 3, Part 4. **Air and Weather (Gr 2)**: Investigation 2, Parts 1, 2, 4; Investigation 3, Parts 1, 4. **Balance and Motion (Gr 2)**: Science Stories, pp. 14-16.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 2

2.1 Structure and Function: Living and non-living things vary throughout the natural world.	**PA**	**AW**	**BM**	**Other**
2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.	✔			✔
2.2 Interaction and Change: Living and non-living things change.	**PA**	**AW**	**BM**	**Other**
2.2P.1 Compare and contrast how objects and materials respond to magnetic forces.			✔	✔
2.2L.1 Describe life cycles of living things.	✔			✔
2.2E.1 Observe and record the patterns of apparent movement of the sun and the moon.		✔		
2.2E.2 Record and summarize daily and seasonal temperature changes.		✔		
2.3 Scientific Inquiry: Scientific inquiry is a process used to explore the natural world using evidence from observations.	**PA**	**AW**	**BM**	**Other**
2.3S.1 Observe, measure, and record properties of objects and substances using simple tools to gather data and extend the senses.	✔	✔		✔
2.3S.2 Make predictions about living and non-living things and events in the environment based on observed patterns.	✔	✔	✔	✔
2.3S.3 Make, describe, and compare observations, and organize recorded data.	✔	✔	✔	✔
2.4 Engineering Design: Engineering design is a process used to design and build things to solve problems or address needs.	**PA**	**AW**	**BM**	**Other**
2.4D.1 Use tools to construct a simple designed structure out of common objects and materials.			✔	✔
2.4D.2 Work with a team to complete a designed structure that can be shared with others.			✔	
2.4D.3 Describe an engineering design that is used to solve a problem or address a need.			✔	✔

PA — Plants and Animals • AW — Air and Weather • BM — Balance and Motion • Other — Covered at another grade level

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 2

2.1 Structure and Function: Living and non-living things vary throughout the natural world.	
2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.	**Plants and Animals**: Investigation 3, Parts 1-3; Science Resource Book, pp. 28-45. **Insects and Plants (Gr 1)**: Investigation 1, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-5; Investigation 5, Parts 1-3; Investigation 6, Parts 1-2.
2.2 Interaction and Change: Living and non-living things change.	
2.2P.1 Compare and contrast how objects and materials respond to magnetic forces.	**Balance and Motion**: Science Stories, pp. 18-21. **Solids and Liquids (Gr 1)**: Investigation 3, Science Extension, p. 31.
2.2L.1 Describe life cycles of living things.	**Plants and Animals**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 4, Parts 1-2. **Insects and Plants (Gr 1)**: Investigation 1, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-5; Investigation 5, Parts 1-3; Science Resources, pp. 37-55.
2.2E.1 Observe and record the patterns of apparent movement of the sun and the moon.	**Air and Weather**: Investigation 4, Part 3.
2.2E.2 Record and summarize daily and seasonal temperature changes.	**Air and Weather**: Investigation 2, Parts 1-4; Investigation 4, Parts 1-2.
2.3 Scientific Inquiry: Scientific inquiry is a process used to explore the natural world using evidence from observations.	
2.3S.1 Observe, measure, and record properties of objects and substances using simple tools to gather data and extend the senses.	**Air and Weather**: Investigation 2, Parts 1-4; Investigation 3, Parts 2, 4. **Plants and Animals**: Investigation 1, Part 3; Investigation 2, Part 3. **Insects and Plants (Gr 1)**: Investigation 2, Part 3. **Pebbles, Sand and Silt (Gr 1)**: Investigation 1, Parts1-2; Investigation 2, Parts 1-4.
2.3S.2 Make predictions about living and non-living things and events in the environment based on observed patterns.	**Air and Weather**: Investigation 1, Parts 2, 6; Investigation 2, Parts 1-4; Investigation 3, Parts 2, 4; Investigation 4, Parts 1-3. **Balance and Motion**: Investigation 4, Parts 1-3. **Plants and Animals**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 4, Parts 1-2. **Insects and Plants (Gr 1)**: Investigation 1, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-5; Investigation 5, Parts 1-3. **Solids and Liquids (Gr 1)**: Investigation 4, Parts 1-3.
2.3S.3 Make, describe, and compare observations, and organize recorded data.	**Air and Weather**: Investigation 1, Parts 1-6; Investigation 2, Parts 1-4; Investigation 3, Parts 1-5; Investigation 4, Parts 1-3. **Balance and Motion**: Investigation 1, Parts 1-4; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3. **Plants and Animals**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-2; Investigation 4, Parts 1-2. **Insects and Plants (Gr 1)**: Investigation 1, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-5; Investigation 5, Parts 1-3. **Pebbles, Sand and Silt (Gr 1)**: Investigation 1, Parts 1-5; Investigation 2, Parts 1-4; Investigation 3, Parts 1-5. **Solids and Liquids (Gr 1)**: Investigation 1, Part 2; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-3.
2.4 Engineering Design: Engineering design is a process used to design and build things to solve problems or address needs.	
2.4D.1 Use tools to construct a simple designed structure out of common objects and materials.	**Balance and Motion**: Investigation 1, Part 3; Investigation 3, Parts, 1-2. **Solids and Liquids (Gr 1)**: Investigation 1, Part 3.
2.4D.2 Work with a team to complete a designed structure that can be shared with others.	**Balance and Motion**: Investigation 3, Part 3.
2.4D.3 Describe an engineering design that is used to solve a problem or address a need.	**Balance and Motion**: Investigation 1, Part 3; Investigation 3, Parts 2-3. **Pebbles, Sand, and Silt (Gr 1)**: Investigation 3, Parts 2, 5. **Solids and Liquids (Gr 1)**: Investigation 1, Part 3.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 3

3.1 Structure and Function: Living and non-living things vary in their characteristics and properties.	**SL**	**WA**	**FM**	**DR**	**Other**
3.1P.1 Compare and contrast the properties of states of matter.		✔			✔
3.1L.1 Compare and contrast the characteristics of offspring and parents.	✔				
3.2 Interaction and Change: Living and non-living things interact with energy and forces.	**SL**	**WA**	**FM**	**DR**	**Other**
3.2P.1 Describe how forces cause changes in an object's position, motion, and speed.	✔		✔		✔
3.2L.1 Compare and contrast the life cycles of plants and animals.	✔				
3.2E.1 Identify Earth as a planet and describe its seasonal weather patterns of precipitation and temperature.				✔	
3.3 Scientific Inquiry: Scientific inquiry is a process used to explore the natural world using evidence from observations and investigations.	**SL**	**WA**	**FM**	**DR**	**Other**
3.3S.1 Plan a simple investigation based on a testable question, match measuring tools to their uses, and collect and record data from a scientific investigation.	✔	✔			✔
3.3S.2 Use the data collected from a scientific investigation to explain the results and draw conclusions.	✔	✔			✔
3.3S.3 Explain why when a scientific investigation is repeated, similar results are expected.		✔			✔
3.4 Engineering Design: Engineering design is a process that uses science to solve problems or address needs or aspirations.	**SL**	**WA**	**FM**	**DR**	**Other**
3.4D.1 Identify a problem that can be addressed through engineering design, propose a potential solution, and design a prototype.		✔			✔
3.4D.2 Describe how recent inventions have significantly changed the way people live.		✔		✔	✔
3.4D.3 Give examples of inventions that enable scientists to observe things that are too small or too far away.				✔	✔

SL — Structures of Life • WA — Water • FM — Force and Motion (DSM) • DR — Delta Reader

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 3

3.1 Structure and Function: Living and non-living things vary in their characteristics and properties.	
3.1P.1 Compare and contrast the properties of states of matter.	**Water**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4. Science Stories, pp. 1-2, 8-9, 13-16. **Matter and Energy (Gr 4)**: Investigation 3, Part 1; Investigation 4, parts 1-3; Science Resource Book, pp. 39-42.
3.1L.1 Compare and contrast the characteristics of offspring and parents.	**Structures of Life**: Investigation 2, Parts 1-3;Fossweb Activity, Life Cycles.
3.2 Interaction and Change: Living and non-living things interact with energy and forces.	
3.2P.1 Describe how forces cause changes in an object's position, motion, and speed.	**Structures of Life**: Investigation 4, Part 3. **Force and Motion** (DSM): Activity 1-12, pp. 13-117; Reader, pp. 2-11. **Magnetism and Electricity (Gr 5)**: Investigation 1, Part 3.
3.2L.1 Compare and contrast the life cycles of plants and animals.	**Structures of Life**: Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-2; Science Stories, pp. 1-3, 10-11, 20-21, 37-42; Fossweb Activity, Life Cycles.
3.2E.1 Identify Earth as a planet and describe its seasonal weather patterns of precipitation and temperature.	**Delta Science Readers**: *Weather Watching*, pp.2-3, 8-10.
3.3 Scientific Inquiry: Scientific inquiry is a process used to explore the natural world using evidence from observations and investigations.	
3.3S.1 Plan a simple investigation based on a testable question, match measuring tools to their uses, and collect and record data from a scientific investigation.	**Structures of Life**: Investigation 4, Part 4. **Water**: Investigation 4, Parts 1, 3-4. **Ideas and Inventions**: Investigation 3, Part 2. **Matter and Energy (Gr 4)**: Investigation 3, Parts 2-3; Investigation 4, Part 1. **Magnetism and Electricity (Gr 5)**: Investigation 4, Parts 2-3.
3.3S.2 Use the data collected from a scientific investigation to explain the results and draw conclusions.	**Structures of Life**: Investigation 1, Parts 2-3; Investigation 2, Parts 1-3; Investigation 3, Parts 3-4; Investigation 4, Parts 3-4. **Water**: Investigation 1, Parts 2-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-4. **Earth Materials (Gr 4)**: Investigation 1, Parts 2-3; Investigation 2, Parts 1-2; Investigation 3, Parts 1-2; Investigation 4, Parts 1-2. **Matter and Energy (Gr 4)**: Investigation 1, Part 3; Investigation 2, Part 2; Investigation 3, Parts 1-2; Investigation 4, Parts 1-3. **Magnetism and Electricity (Gr 5)**: Investigation1, Part 3.
3.3S.3 Explain why when a scientific investigation is repeated, similar results are expected.	**Water**: Investigation 4, Part 1. **Matter and Energy (Gr 4)**: Investigation 4, Part 3. **Magnetism and Electricity (Gr 5)**: Investigation 4, Part 2-3.
3.4 Engineering Design: Engineering design is a process that uses science to solve problems or address needs or aspirations.	
3.4D.1 Identify a problem that can be addressed through engineering design, propose a potential solution, and design a prototype.	**Water**: Investigation 4, Part 3. **Ideas and Inventions (Gr 4)**: Investigation 4, Parts 1-4.
3.4D.2 Describe how recent inventions have significantly changed the way people live.	**Water**: Science Stories, pp.22-23. **Delta Science Readers**: Weather Watching, pp. 6-7, 13-15. **Ideas and Inventions (Gr 4)**: Science Stories, pp. 17-18, 22. **Matter and Energy (Gr 4)**: Science Resource Book, pp.6-7, 10-11. **Magnetism and Electricity (Gr 5)**: Science Stories, pp. 28-33.
3.4D.3 Give examples of inventions that enable scientists to observe things that are too small or too far away.	**Delta Science Readers**: *Weather Watching*, pp. 13-15. **Ideas and Inventions (Gr 4)**: Investigation 1, Part 2; Investigation 2, Parts 1-3; Science Stories, pp. 32-38.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 4

4.1 Structure and Function: Living and non-living things can be classified by their characteristics and properties.	**EM**	**ME**	**I&I**	**FCW**	**DR**	**Other**
4.1P.1 Describe the properties of forms of energy and how objects vary in the extent to which they absorb, reflect, and conduct energy.		✔				✔
4.1L.1 Compare and contrast characteristics of fossils and living organisms.	✔				✔	✔
4.1E.1 Identify properties, uses, and availability of Earth materials.	✔					✔
4.2 Interaction and Change: Living and non-living things undergo changes that involve force and energy.	**EM**	**ME**	**I&I**	**FCW**	**DR**	**Other**
4.2P.1 Describe physical changes in matter and explain how they occur.	✔	✔	✔			✔
4.2L.1 Describe the interactions of organisms and the environment where they live.				✔		✔
4.2E.1 Compare and contrast the changes in the surface of Earth that are due to slow and rapid processes.	✔					✔
4.3 Scientific Inquiry: Scientific inquiry is a process of investigation through questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.	**EM**	**ME**	**I&I**	**FCW**	**DR**	**Other**
4.3S.1 Based on observations identify testable questions, design a scientific investigation, and collect and record data consistent with a planned scientific investigation.	✔		✔			✔
4.3S.2 Summarize the results from a scientific investigation and use the results to respond to the question being tested.	✔	✔				✔
4.3S.3 Explain that scientific claims about the natural world use evidence that can be confirmed and support a logical argument.		✔	✔			
4.4 Engineering Design: Engineering design is a process of using science principles to solve problems generated by needs and aspirations.	**EM**	**ME**	**I&I**	**FCW**	**DR**	**Other**
4.4D.1 Identify a problem that can be addressed through engineering design using science principles.			✔			✔
4.4D.2 Design, construct, and test a prototype of a possible solution to a problem using appropriate tools, materials, and resources.			✔			✔
4.4D.3 Explain how the solution to one problem may create other problems.				✔		✔

EM — Earth Materials • ME — Matter and Energy • I & I — Ideas and Inventions • FCW — Food Chains and Webs (DSM)
DR — Delta Readers • Other — Covered at another grade level

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 4

4.1 Structure and Function: Living and non-living things can be classified by their characteristics and properties.	
4.1P.1 Describe the properties of forms of energy and how objects vary in the extent to which they absorb, reflect, and conduct energy.	**Matter and Energy**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-2; Science Resource Book, pp.1-7, 14-21. **Magnetism and Electricity (Gr 5)**: Investigation 2, Parts 1-4; Investigation 3, Parts 1-3, Investigation 4, Parts 1-3; Science Stories, pp. 10-13, 23.
4.1L.1 Compare and contrast characteristics of fossils and living organisms.	**Earth Materials**: Science Stories, p. 4. **Delta Science Reader**: *Dinosaurs and Fossils*, pp. 2-5, 14-15. **Structures of Life (Gr 3)**: Science Stories, pp. 45-48.
4.1E.1 Identify properties, uses, and availability of Earth materials.	**Earth Materials**: Investigation 1, Parts 1-3; Investigation 2, Parts1-2; Investigation 3, Parts 1-2; Investigation 4, Parts 1-2; Science Stories, pp.12-15, 24-37; Fossweb Activity, *Rock Database*. **Water (Gr 3)**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3,Parts 1-4; Investigation 4, Parts 1-4; Science Stories, pp. 1-3, 8-11, 17-18, 23.
4.2 Interaction and Change: Living and non-living things undergo changes that involve force and energy.	
4.2P.1 Describe physical changes in matter and explain how they occur.	**Earth Materials**: Investigation 1, Parts 2-3. **Ideas and Inventions**: Investigation 3, Parts 1-2. **Matter and Energy**: Investigation 3, Parts 1-3; Investigation 4, Parts 1-3; Science Resource Book, pp. 54-59. **Water (Gr 3)**: Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Science Stories, pp.12-16; Fossweb Activity, *Evaporation*.
4.2L.1 Describe the interactions of organisms and the environment where they live.	**Food Chains and Webs** (DSM): Activities 1-9; Reader, pp. 2-9. **Structures of Life (Gr 3)**: Investigation 4, Parts 2-4; Science Stories, pp.18, 22-38.
4.2E.1 Compare and contrast the changes in the surface of Earth that are due to slow and rapid processes.	**Earth Materials**: Science Stories, pp. 1-7, 34-35. **Water (Gr 3)**: Science Stories, p. 22.
4.3 Scientific Inquiry: Scientific inquiry is a process of investigation through questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.	
4.3S.1 Based on observations identify testable questions, design a scientific investigation, and collect and record data consistent with a planned scientific investigation.	**Earth Materials**: Investigation 4, Part 2. **Ideas and Inventions**: Investigation 3, Part 2. **Water (Gr 3)**: Investigation 4, Parts 1, 4. **Structures of Life (Gr 3)**: Investigation 4, Part 4. **Magnetism and Electricity (Gr 5)**: Investigation 4, Parts 2-3; Investigation 5, Part 3.
4.3S.2 Summarize the results from a scientific investigation and use the results to respond to the question being tested.	**Earth Materials**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-2; Investigation 3, Parts 1-2; Investigation 4, Parts 1-2. **Matter and Energy**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-2; Investigation 3, Parts 1-3; Investigation 4, Parts 1-3. **Water (Gr 3)**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-3; Investigation 3, Parts 1-4; Investigation 4, Parts 1-4. **Structures of Life (Gr 3)**: Investigation 1, Part 3. **Magnetism and Electricity (Gr 5)**: Investigation 1, Parts 3-4; Investigation 2, Parts 1-3; Investigation 3, Parts 1-3; Investigation 4, Parts 1-3, Investigation 5, Part 3.
4.3S.3 Explain that scientific claims about the natural world use evidence that can be confirmed and support a logical argument.	**Ideas and Inventions**: Investigation 3, Part 2. **Matter and Energy**: Investigation 3, Part 2.

Delta Education Adopted Materials Correlated to Oregon Science Standards

GRADE 4 *(continued)*

4.4 Engineering Design: Engineering design is a process of using science principles to solve problems generated by needs and aspirations.	
4.4D.1 Identify a problem that can be addressed through engineering design using science principles.	**Ideas and Inventions**: Investigation 4, Part 3. **Water (Gr 3)**: Investigation 4, Part 2.
4.4D.2 Design, construct, and test a prototype of a possible solution to a problem using appropriate tools, materials, and resources.	**Ideas and Inventions**: Investigation 4, Part 3. **Water (Gr 3)**: Investigation 4, Part 2.
4.4D.3 Explain how the solution to one problem may create other problems.	**Food Chains and Webs** (DSM): Activity 12, Connections – Science, Technology, and Society; Reader, p. 12. **Water (Gr 3)**: Science Stories, pp. 18-21.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 5

5.1 Structure and Function: Living and non-living things are composed of related parts that function together to form systems.	**LS**	**WP**	**ME**	**DR**	**Other**
5.1L.1 Explain that organisms are composed of parts that function together to form a living system.	✔				
5.1E.1 Describe the Sun-Earth-Moon system.		✔			✔
5.2 Interaction and Change: Force, energy, matter, and organisms interact within living and non- living systems.	**LS**	**WP**	**ME**	**DR**	**Other**
5.2P.1 Describe how friction, gravity, and magnetic forces affect objects on or near Earth.		✔	✔	✔	✔
5.2L.1 Explain the interdependence of plants, animals, and environment, and how adaptation influences survival.				✔	
5.2E.1 Explain how the energy from the sun affects Earth's weather and climate.		✔			
5.3 Scientific Inquiry: Scientific inquiry is a process of investigation based on science principles and questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.	**LS**	**WP**	**ME**	**DR**	**Other**
5.3S.1 Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple observations while conducting investigations or experiments to test a scientific question or hypothesis.	✔	✔	✔		✔
5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.	✔	✔	✔		✔
5.3S.3 Explain the reasons why similar investigations may have different results.	✔	✔	✔		
5.4 Engineering Design: Engineering design is a process of using science principles to make modifications in the world to meet human needs and aspirations.	**LS**	**WP**	**ME**	**DR**	**Other**
5.4D.1 Using science principles describe a solution to a need or problem given criteria and constraints.			✔		✔
5.4D.2 Design and build a prototype of a proposed engineering solution and identify factors such as cost, safety, appearance, environmental impact, and what will happen if the solution fails.					✔
5.4D.3 Explain that inventions may lead to other inventions and once an invention exists, people may think of novel ways of using it.			✔		✔

LS — Living Systems • WP — Water Planet • ME — Magnetism and Electricity • DR — Delta Reader • Other — Covered at another grade level

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 5

5.1 Structure and Function: Living and non-living things are composed of related parts that function together to form systems.	
5.1L.1 Explain that organisms are composed of parts that function together to form a living system.	**Living Systems**: Investigation 1, Parts 1-3; Investigation 2, Parts 1-2; Science Resource Book, pp. 2-13, 16-20.
5.1E.1 Describe the Sun-Earth-Moon system.	**Water Planet**: Investigation 1, Parts 1-2; Science Resource Book, pp. 1-13. **Models and Designs (Gr 6)**: Science Stories, pp. 6-7.
5.2 Interaction and Change: Force, energy, matter, and organisms interact within living and non- living systems.	
5.2P.1 Describe how friction, gravity, and magnetic forces affect objects on or near Earth.	**Magnetism and Electricity**: Investigation 1, Parts 1-4; Investigation 4, Parts 1-3; Science Stories, pp. 5-11. **Water Planet**: Investigation 1, Part 2; Science Resource Book, pp. 16-17. **Delta Content Reader**: *Forces and Motion*, pp.3-9. **Models and Designs (Gr 6)**: Science Stories, pp. 37-43.
5.2L.1 Explain the interdependence of plants, animals, and environment, and how adaptation influences survival.	**Science Stories**: *Environments*, pp.1-8, 9-17, 27-35, 38-45.
5.2E.1 Explain how the energy from the sun affects Earth's weather and climate.	**Water Planet**: Investigation 3, Parts 1-2, Investigation 4, Parts 1-3; Science Resource Book, pp. 42-51, 67-70.
5.3 Scientific Inquiry: Scientific inquiry is a process of investigation based on science principles and questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.	
5.3S.1 Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple observations while conducting investigations or experiments to test a scientific question or hypothesis.	**Magnetism and Electricity**: Investigations 1-4, All Parts. **Living Systems**: Investigation 1, Part 2; Investigation 2, Parts 1-2; Investigation 3, Parts 1-3. **Water Planet**: Investigation 2, Part 3. **Mixtures and Solutions (Gr 6)**: Investigation 1, Part 2.
5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.	**Magnetism and Electricity**: Investigation 1, Parts 3; Investigation 4, Part 2. **Living Systems**: Investigation 3, Parts 2-3. **Water Planet**: Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1, 3. **Models and Designs (Gr 6)**: Investigation 1, Parts 1-2; Investigation 2, Parts 1-3.
5.3S.3 Explain the reasons why similar investigations may have different results.	**Magnetism and Electricity**: Investigation 1, Parts 1, 3; Investigation 2, Part 3; Investigation 4, Part 2; Mathematics Extension. **Living Systems**: Investigation 2, Part 1, Investigation 3, Parts 2-3. **Water Planet**: Investigation 2, Parts 1-4; Investigation 3, Parts 1-3; Investigation 4, Parts 1, 3.

Delta Education Adopted Materials Correlated to Oregon Science Standards

GRADE 5 *(continued)*

5.4 Engineering Design: Engineering design is a process of using science principles to make modifications in the world to meet human needs and aspirations.	
5.4D.1 Using science principles describe a solution to a need or problem given criteria and constraints.	**Magnetism and Electricity**: Investigation 3, Part 3; Investigation 4, Parts 2-3; Investigation 5, Parts 1-3. **Models and Designs (Gr 6)**: Investigation 2, Parts 1-2, Investigation 3, Parts 1-3; Investigation 4, Parts 1-4
5.4D.2 Design and build a prototype of a proposed engineering solution and identify factors such as cost, safety, appearance, environmental impact, and what will happen if the solution fails.	**Models and Designs (Gr 6)**: Investigation 3, Parts 1-3; Investigation 4, Parts 1-4.
5.4D.3 Explain that inventions may lead to other inventions and once an invention exists, people may think of novel ways of using it	**Magnetism and Electricity**: Investigation 5, Parts 1-3; Science Stories, pp. 14-23, 28-36. **Models and Designs (Gr 6)**: Science Stories, pp. 25-28, 44-47. **Mixtures and Solutions (Gr 6)**: Science Stories, pp. 43-45.

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 6

6.1 Structure and Function: Living and non-living systems are organized groups of related parts that function together and have characteristics and properties.	**DoL**	**MD**	**MS**	**EP**	**DR**	**Other**
6.1P.1 Describe physical and chemical properties of matter and how they can be measured.			✔			
6.1P.2 Compare and contrast the characteristic properties of forms of energy.		✔				✔
6.1L.1 Compare and contrast the types and components of cells. Describe the functions and relative complexity of cells, tissues, organs, and organ systems.	✔					✔
6.1E.1 Describe and compare the properties and composition of the layers of Earth.				✔	✔	
6.1E.2 Describe the properties of objects in the solar system. Describe and compare the position of the sun within the solar system, galaxy, and universe.					✔	✔
6.2 Interaction and Change: The related parts within a system interact and change.	**DoL**	**MD**	**MS**	**EP**	**DR**	**Other**
6.2P.1 Describe and compare types and properties of waves and explain how they interact with matter.				✔	✔	
6.2P.2 Describe the relationships between: electricity and magnetism, static and current electricity, and series and parallel electrical circuits.						✔
6.2L.1 Describe the relationships and interactions between and among cells, tissues, organs, and organ systems.	✔					✔
6.2L.2 Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.						✔
6.2E.1 Explain the water cycle and the relationship to landforms and weather.					✔	✔
6.3 Scientific Inquiry: Scientific inquiry is the investigation of the natural world based on observation and science principles that includes proposing questions or hypotheses, and developing procedures for questioning, collecting, analyzing, and interpreting accurate and relevant data to produce justifiable evidence-based explanations.	**DoL**	**MD**	**MS**	**EP**	**DR**	**Other**
6.3S.1 Based on observation and science principles propose questions or hypotheses that can be examined through scientific investigation. Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data.	✔		✔			
6.3S.2 Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions.	✔					✔
6.3S.3 Explain why if more than one variable changes at the same time in an investigation, the outcome of the investigation may not be clearly attributable to any one variable.	✔					✔

Delta Education Adopted Materials Correlated to Oregon Science Standards

GRADE 6 *(continued)*

6.4 Engineering Design: Engineering design is a process of identifying needs, defining problems, developing solutions, and evaluating proposed solutions.	**DoL**	**MD**	**MS**	**EP**	**DR**	**Other**
6.4D.1 Define a problem that addresses a need and identify science principles that may be related to possible solutions.		✔				
6.4D.2 Design, construct, and test a possible solution to a defined problem using appropriate tools and materials. Evaluate proposed engineering design solutions to the defined problem.		✔				
6.4D.3 Describe examples of how engineers have created inventions that address human needs and aspirations.		✔				

***DoL — Diversity of Life • MD — Models and Designs • MS — Mixtures and Solutions • EP — Earth Processes** (DSM)*
DR — Delta Science Reader • Other — Covered at another grade level

Delta Education Adopted Materials Correlated to Oregon Science Standards
GRADE 6

6.1 Structure and Function: Living and non-living systems are organized groups of related parts that function together and have characteristics and properties.	
6.1P.1 Describe physical and chemical properties of matter and how they can be measured. **6.1P.2** Compare and contrast the characteristic properties of forms of energy.	**Mixtures and Solutions**: Investigation 1, Part 1; Investigation 2, Part 1, Investigation 3, Parts 1-2; Investigation 4, Parts 1-3. **Models and Designs**: Investigation 2, Part 2; Investigation 3, Parts 1-3. **Magnetism and Electricity (Gr 5)**: Investigation 2, Part 2; Investigation 3, Part 1. **Matter and Energy (Gr 4)**: Investigation 1, Parts 1-2.
6.1L.1 Compare and contrast the types and components of cells. Describe the functions and relative complexity of cells, tissues, organs, and organ systems.	**Diversity of Life**: Investigation 3, Parts 1-3; Investigation 4, Parts 1-2; Investigation 5, Parts 1-3; Investigation 6, Parts 1-3; Investigation 7, Parts 1-2; Investigation 8, Part 1; Investigation 9, Parts 1-3; Investigation 10, Parts 1-3; Science Resource Book, pp. 9, 24-30, 40-50, 55-59, 60-70; Multimedia: Database, Lab Techniques – Ecoregions Map. **Living Systems (Gr 5)**: Investigation 1, Parts 1-3; Science Resource Book, pp. 2-13.
6.1E.1 Describe and compare the properties and composition of the layers of Earth.	**Earth Processes** (DSM): Activity 2; Reader, pp. 2-3. **Delta Science Readers**: *Erosion*, pp. 2-3.
6.1E.2 Describe the properties of objects in the solar system. Describe and compare the position of the sun within the solar system, galaxy, and universe.	**Water Planet (Gr 5)**: Investigation 1, Part 1; Science Resource Book, pp. 1-13. **Delta Science Readers**: *Astronomy*, pp. 2-7.
6.2 Interaction and Change: The related parts within a system interact and change.	
6.2P.1 Describe and compare types and properties of waves and explain how they interact with matter.	**Earth Processes** (DSM): Activity 8; Reader, p. 9. **Delta Science Reader**: *Astronomy*, pp. 8-9.
6.2P.2 Describe the relationships between: electricity and magnetism, static and current electricity, and series and parallel electrical circuits.	**Models and Designs**: Investigation 2, Part 2. **Magnetism and Electricity (Gr 5)**: Investigation 2, Parts 1-3.
6.2L.1 Describe the relationships and interactions between and among cells, tissues, organs, and organ systems.	**Diversity of Life**: Investigation 4, Parts 1-2; Investigation 5, Parts 1-3; Investigation 6, Parts 1-3; Investigation 7, Parts 1-2; Investigation 8, Part 1; Science Resource Book, pp. 27-50; Multimedia, Cells and Ribbon Life. **Living Systems (Gr 5)**: Investigation 1, Parts1-3; Investigation 2, Part 1; Science Resource Book, pp. 2-13, 16-20, 27-44.
6.2L.2 Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.	**Science Stories (Gr 5)**: *Environments*, pp. 1-17, 27-35, 43-45, 49-55.
6.2E.1 Explain the water cycle and the relationship to landforms and weather.	**Delta Science Reader**: *Erosion*, pp. 5-6, 8-10, 12-13, 15. **Water Planet (Gr 5)**: Investigation 4, Part 1; Science Resource Book, pp. 67-70.
6.3 Scientific Inquiry: Scientific inquiry is the investigation of the natural world based on observation and science principles that includes proposing questions or hypotheses, and developing procedures for questioning, collecting, analyzing, and interpreting accurate and relevant data to produce justifiable evidence-based explanations.	
6.3S.1 Based on observation and science principles propose questions or hypotheses that can be examined through scientific investigation. Design and conduct an investigation that uses appropriate tools and techniques to collect relevant data.	**Diversity of Life**: Investigation 6, Part 1; Investigation 8, Part 2; Investigation 9, Part 2; Science Resource Book, pp. 21-23, 51-64. **Mixtures and Solutions**: Investigation 1, Part 2.

Delta Education Adopted Materials Correlated to Oregon Science Standards

GRADE 6 *(continued)*

6.3S.2 Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions.	**Diversity of Life**: Investigation 1, Parts 1-2; Investigation 5, Part 3; Investigation 6, Part 1; Investigation 8, Part 2; Investigation 9, Part 2; Science Resource Book, pp. 21-23, 51-64. **Water Planet (Gr 5)**: Investigation 3, Part 1.
6.3S.3 Explain why if more than one variable changes at the same time in an investigation, the outcome of the investigation may not be clearly attributable to any one variable.	**Diversity of Life**: Investigation 6, Part 1; Investigation 9, Part 2 **Water Planet (Gr 5)**: Investigation 2, Parts 2-3.
6.4 Engineering Design: Engineering design is a process of identifying needs, defining problems, developing solutions, and evaluating proposed solutions.	
6.4D.1 Define a problem that addresses a need and identify science principles that may be related to possible solutions.	**Models and Designs**: Investigation 3, Part 2.
6.4D.2 Design, construct, and test a possible solution to a defined problem using appropriate tools and materials. Evaluate proposed engineering design solutions to the defined problem.	**Models and Designs**: Investigation 2, Parts 1-2, Investigation 3, Part 2, Investigation 4, Parts 1-2.
6.4D.3 Describe examples of how engineers have created inventions that address human needs and aspirations.	**Models and Designs**: Science Stories, pp. 25-28, 44-47, 54-55.

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