

**Houghton Mifflin Harcourt
Science and Engineering Leveled Readers ©2014
Grade K**

correlated to the

**Common Core State Standards for English Language Arts
Grade K**

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
Reading Standards for Informational Text		
Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Unit 1 ES <i>How Do We Do Science?</i> ; TG, pp. 2–3, 10 Unit 2 EN <i>Make a Better Bird Feeder</i> ; TG, pp. 14–15, 22 Unit 3 ES <i>What Can We Learn about Matter?</i> ; TG, pp. 26–27, 34 Unit 4 OL <i>How Does Energy Help Us?</i> ; TG, pp.37–38, 46 Unit 5 OL <i>How Can Objects Move?</i> ; TG, pp. 55–56, 58 Unit 6 ES <i>What Are Some Natural Resources?</i> ; TG, pp. 62–63, 70 Unit 7 OL <i>How Can We Describe Weather and Seasons?</i> ; TG, 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 TG, pp. 98–99, 106 Unit 10 ES <i>What Are Plants?</i> ; TG, pp. 110–111, 118
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Unit 1 OL <i>How Do We Do Science?</i> Unit 6 ES <i>What Are Some Natural Resources?</i>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Unit 2 TG, p. 28 Unit 4 TG, pp. 40, 46 Unit 6 ES <i>What Are Some Natural Resources?</i> Unit 8 TG, p. 94

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Unit 1 TG, pp. 1–4, 9–10 Unit 2 TG, pp. 13–16, 21–22 Unit 3 TG, pp. 25–28, 33–34 Unit 4 TG, pp. 36–39, 45–46 Unit 5 TG, pp. 49–52, 57–58 Unit 6 TG, pp. 61–64, 69–70 Unit 7 TG, pp. 73–76, 81–82 Unit 8 TG, pp. 85–88, 93–94 Unit 9 TG, pp. 97–100, 105–106 Unit 10 TG, pp. 109–112, 117–118
Integration of Knowledge and Ideas		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Unit 1 TG, pp. 1–2 Unit 2 TG, pp. 13–15 Unit 4 TG, pp. 49–51 Unit 8 TG, pp. 86–87
Writing Standards		
Text Types and Purposes		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My Favorite book is...</i>).	Unit 2 EN <i>Make a Better Bird Feeder</i> Unit 4 EN <i>Energy Is All Around</i>

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Unit 1 OL <i>How Do We Do Science?</i> , EN <i>How a Scientist Works</i> ; TG, p. 4 Unit 2 OL <i>How Can We Solve Problems?</i> , EN <i>Make a Better Bird Feeder</i> Unit 3 OL <i>What Can We Learn about Matter?</i> , EN <i>Cooking Matter Changes It</i> Unit 4 ES <i>How Does Energy Help Us?</i> Unit 5 EN <i>Magnets Help Us Every Day</i> Unit 6 OL/ES <i>What Are Some Natural Resources?</i> Unit 7 ES <i>Sun, Storm, Sun Again</i> ; TG, pp. 76, 82 Unit 8 TG, p. 88 Unit 10 OL <i>What Are Plants?</i> ; TG, p. 112
Research to Build and Present Knowledge		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Unit 4 OL <i>How Does Energy Help Us?</i> Unit 10 EN <i>Inside a Seed</i>
Speaking & Listening Standards		
Comprehension and Collaboration		
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	Unit 1 OL <i>How Do You Do Science?</i> ; TG, pp. 1–3, 9–10 Unit 2 ES <i>How Can We Solve Problems?</i> ; TG, pp. 13–15, 21–22 Unit 3 ES <i>What Can We Learn About Matter?</i> ; TG, pp. 25–27, 33–34 Unit 4 OL <i>How Does Energy Help Us?</i> ; TG, pp. 36–38, 46 Unit 5 OL <i>How Can Objects Move?</i> ; TG, pp. 49–51, 58 Unit 6 OL <i>What Are Some Natural Resources?</i> ; TG, pp. 61–63, 70 Unit 7 ES <i>How Can We Describe Weather and Seasons?</i> ; TG 73–75, 82 Unit 8 TG, pp. 85–86, 94 Unit 9 EN <i>Animal Groups</i> ; TG, pp. 97–99, 106 Unit 10 EN <i>Inside a Seed</i> ; TG 109–111, 118

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Unit 7 OL <i>How Can We Describe Weather and Seasons?</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Unit 1 TG, pp. 2–3, 10 Unit 2 TG, pp. 14–15, 22 Unit 3 TG, pp. 26–27, 34 Unit 4 TG, pp. 37–38, 46 Unit 5 TG, pp. 50–51, 58 Unit 6 TG, pp. 62–63, 70 Unit 7 TG, pp. 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 TG, pp. 98–99, 106 Unit 10 TG, pp. 110–111, 118
Presentation of Knowledge and Ideas		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Unit 5 TG, p. 57 Unit 6 TG, pp. 61, 69 Unit 7 TG, p. 73 Unit 8 ES <i>What Is in the Sky?</i> ; TG, p. 85
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Unit 7 OL <i>How Can We Describe Weather and Seasons?</i>

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Unit 1 OL/ES <i>How Do You Do Science?</i> Unit 7 OL <i>How Can We Describe Weather and Seasons?</i>