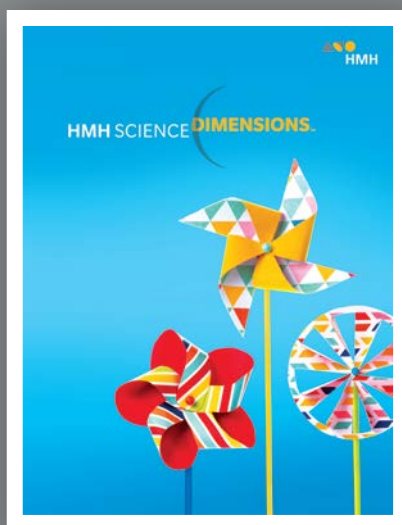


Correlation to the  
Florida Course Description for  
Science – Grade K  
Course Code 5020010



**HMH Science Dimensions Grade K**  
**©2018**

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	<u>3304</u>
SUBMISSION TITLE:	<u>HMH Science Dimensions Grade K ©2018</u>
GRADE LEVEL:	<u>K</u>
COURSE TITLE:	<u>Science – Grade K</u>
COURSE CODE:	<u>5020010</u>
ISBN:	<u>9781328990303'</u>
PUBLISHER:	<u>Houghton Mifflin Harcourt</u>
PUBLISHER ID:	<u>04145603001</u>

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	<b>TE:</b> 23  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 116
SC.K.E.5.2	Recognize the repeating pattern of day and night.	<b>SE:</b> 148-149 <b>TE:</b> 148-149  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 73-79  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89 <i>Patterns in the Sky</i> (EN); Teacher Guide: 93–95

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.	<b>SE:</b> 148-149 <b>TE:</b> 148-149  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 73-74, 78-79  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89 <i>Patterns in the Sky</i> (EN); Teacher Guide: 93–95
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.	<b>ScienceSaurus (Yellow Level, Grades K–1):</b> 73, 75, 78-79  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89 <i>Patterns in the Sky</i> (EN); Teacher Guide: 93–95
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.	<b>ScienceSaurus (Yellow Level, Grades K–1):</b> 75-77  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.	<b>ScienceSaurus (Yellow Level, Grades K–1):</b> 75-77  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89
SC.K.L.14.1	Recognize the five senses and related body parts.	<b>ScienceSaurus (Yellow Level, Grades K–1):</b> 2-3  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How a Scientist Works</i> (EN); Teacher Guide: 9–11 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47
SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.	This benchmark is beyond the scope of <i>HMH Science Dimensions Grade K</i> .

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

SC.K.L.14.3	Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	<b>SE:</b> 74-89, 90-105, 106-121 <b>TE:</b> 74-89, 90-105, 106-121  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 20-28, 29-37, 40-45, 46-51  <b>Science &amp; Engineering Leveled Readers:</b> <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97–101 <i>Animal Groups</i> (EN); Teacher Guide: 105-107 <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109–113 <i>Inside a Seed!</i> (EN); Teacher Guide: 117-119
SC.K.N.1.1	Collaborate with a partner to collect information.	<b>TE:</b> 5-6, 13, 19, 27, 41, 48, 55, 75, 77, 85, 91, 93-94, 100, 101, 107, 109, 123, 127, 130, 147, 159, 161, 179, 181, 183, 191, 196, 198, 214, 225, 247, 249, 252, 257, 263, 271  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13–17
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses.	<b>SE:</b> 49, 62, 102, 134, 166, 216, 227 <b>TE:</b> 49, 62, 102, 134, 166, 116, 216, 227  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 2-7  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How a Scientist Works</i> (EN); Teacher Guide: 9–11 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.	<b>SE:</b> 183, 201, 238-239 <b>TE:</b> 183-184, 201, 238-239  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 124-127
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.	<b>TE:</b> 24, 84

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

SC.K.N.1.5	Recognize that learning can come from careful observation.	<p><b>TE:</b> 22, 27, 45-46, 54, 56, 59-61, 67, 82, 98, 149, 151-152, 155, 162-164, 167, 171, 181, 183-184, 186, 188, 191, 198, 202, 205, 239</p> <p><b>ScienceSaurus (Yellow Level, Grades K–1):</b> 73, 75-79, 106, 110-111</p> <p><b>Science &amp; Engineering Leveled Readers:</b>  <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41  <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47  <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53  <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85–89  <i>Patterns in the Sky</i> (EN); Teacher Guide: 93–95  <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97–101  <i>Animal Groups</i> (EN); Teacher Guide: 105-107  <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109–113  <i>Inside a Seed!</i> (EN); Teacher Guide: 117-119</p>
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	<p><b>SE:</b> 185  <b>TE:</b> 185, 13</p> <p><b>ScienceSaurus (Yellow Level, Grades K–1):</b> 93-94  Science &amp; Engineering Leveled Readers:  <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29</p>
SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.	<p><b>ScienceSaurus (Yellow Level, Grades K–1):</b> 100-101</p>
SC.K.P.10.1	Observe that things that make sound vibrate.	<p><b>ScienceSaurus (Yellow Level, Grades K–1):</b> 106</p> <p><b>Science &amp; Engineering Leveled Readers:</b>  <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41  <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47</p>
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.	<p><b>SE:</b> 44-46, 49-50, 52-53, 55-56, 58-63, 65  <b>TE:</b> 44-46, 49-50, 52-53, 55-56, 58-63, 65</p> <p><b>ScienceSaurus (Yellow Level, Grades K–1):</b> 112-115</p> <p><b>Science &amp; Engineering Leveled Readers:</b>  <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53</p>

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

SC.K.P.13.1	Observe that a push or a pull can change the way an object is moving.	<b>SE:</b> 41-43, 51-52, 57-60, 63-64 <b>TE:</b> 41-43, 51-52, 57-60, 63-64  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 110-111  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.	<b>TE:</b> 20, 32, 226, 228-232, 235  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How a Scientist Works</i> (EN); Teacher Guide: 9-11 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Make a Better Bird Feeder</i> (EN); Teacher Guide: 21-23 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Cooking Matter Changed It</i> (EN); Teacher Guide: 33-35 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47 <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53 <i>Magnets Help Us Everyday</i> (EN); Teacher Guide: 57-59 <i>What Are Some Natural Resources?</i> (OL/ES); Teacher Guide: 61-65 <i>Saving Water</i> (EN); Teacher Guide: 69-71 <i>How Can We Describe Weather and Seasons?</i> (OL/ES); Teacher Guide: 73-77 <i>Sun, Storm, Sun Again</i> (EN); Teacher Guide: 81-83 <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85-89 <i>Patterns in the Sky</i> (EN); Teacher Guide: 93-95 <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97-101 <i>Animal Groups</i> (EN); Teacher Guide: 105-107 <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Inside a Seed!</i> (EN); Teacher Guide: 117-119
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.	<b>SE:</b> 3, 39, 73, 145, 177, 245 <b>TE:</b> 3, 39, 73, 145, 177, 245

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)

LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.	<p><b>TE:</b> 210</p> <p><b>Science &amp; Engineering Levelled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How a Scientist Works</i> (EN); Teacher Guide: 9-11 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>Make a Better Bird Feeder</i> (EN); Teacher Guide: 21-23 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>Cooking Matter Changed It</i> (EN); Teacher Guide: 33-35 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>Energy Is All Around</i> (EN); Teacher Guide: 45-47 <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53 <i>Magnets Help Us Everyday</i> (EN); Teacher Guide: 57-59 <i>What Are Some Natural Resources?</i> (OL/ES); Teacher Guide: 61-65 <i>Saving Water</i> (EN); Teacher Guide: 69-71 <i>How Can We Describe Weather and Seasons?</i> (OL/ES); Teacher Guide: 73-77 <i>Sun, Storm, Sun Again</i> (EN); Teacher Guide: 81-83 <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85-89 <i>Patterns in the Sky</i> (EN); Teacher Guide: 93-95 <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97-101 <i>Animal Groups</i> (EN); Teacher Guide: 105-107 <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109-113 <i>Inside a Seed!</i> (EN); Teacher Guide: 117-119</p>
LAFS.K.SL.1.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p><b>TE:</b> 5-6, 13, 19, 27, 41, 48, 55, 73, 75, 77, 85, 91, 93-94, 100, 101, 107, 109, 123, 127, 130, 147, 159, 161, 179, 181, 183, 191, 196, 198, 214, 225, 247, 249, 252, 257, 263, 271</p> <p><b>Science &amp; Engineering Levelled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13–17</p>

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION**  
**STANDARDS ALIGNMENT**  
**COURSE STANDARDS/BENCHMARKS (Form IM7)**

LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>SE:</b> 49, 62, 102, 134, 166, 216, 227 <b>TE:</b> 49, 62, 102, 134, 166, 116, 216, 227  <b>ScienceSaurus (Yellow Level, Grades K–1):</b> 4-7
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>SE:</b> 45-46, 50, 79-81, 149, 161, 185, 200, 13 <b>TE:</b> 45-46, 50, 79-81, 149, 161, 185, 200, 6, 13, 58
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>SE:</b> 185 <b>TE:</b> 185, 13
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	<b>TE:</b> 4B, 8, 18b, 22, 40b, 42, 50, 54B, 56, 74B, 83, 86, 90B, 95, 98, 102, 106B, 108, 122B, 129, 133, 134, 146B, 153, 158B, 160, 178B, 180, 187, 194B, 204, 208B, 216, 224B, 227, 234, 246B, 258, 262B, 268, 272  <b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53 <i>What Are Some Natural Resources?</i> (OL/ES); Teacher Guide: 61-65 <i>How Can We Describe Weather and Seasons?</i> (OL/ES); Teacher Guide: 73-77 <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85-89 <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97-101 <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109-113

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p><b>TE:</b> 4B, 8, 18B, 22, 40b, 42, 50, 54B, 56, 74B, 83, 86, 90B, 95, 98, 102, 106B, 108, 122B, 129, 133, 134, 146B, 153, 158B, 160, 178B, 180, 187, 194B, 204, 208B, 216, 224B, 227, 234, 246B, 258, 262B, 268, 272</p> <p><b>Science &amp; Engineering Leveled Readers:</b> <i>How Do You Do Science?</i> (OL/ES); Teacher Guide: 1-5 <i>How Can We Solve Problems?</i> (OL/ES); Teacher Guide: 13-17 <i>What Can We Learn About Matter?</i> (OL/ES); Teacher Guide: 25-29 <i>How Does Energy Help Us?</i> (OL/ES); Teacher Guide: 37-41 <i>How Can Objects Move?</i> (OL/ES); Teacher Guide: 49-53 <i>What Are Some Natural Resources?</i> (OL/ES); Teacher Guide: 61-65 <i>How Can We Describe Weather and Seasons?</i> (OL/ES); Teacher Guide: 73-77 <i>What Is in the Sky?</i> (OL/ES); Teacher Guide: 85-89 <i>What Can We Learn About Animals?</i> (OL/ES); Teacher Guide: 97-101 <i>What Are Plants?</i> (OL/ES); Teacher Guide: 109-113</p>
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.	This benchmark is beyond the scope of <i>HMH Science Dimensions Grade K</i> .