

## A Correlation of



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To the

# Florida Course Standards for Science Kindergarten

**A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022  
to the Florida Course Standards for Science  
Kindergarten**

**Introduction**

This document demonstrates how **Florida myView Literacy ©2022** and **Florida Elevate Science ©2019** meet the **Florida Course Standards for Science**. Correlation page references are to the Student Edition Teacher Edition and are cited by grade, and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

**Elevate Science** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), **Elevate Science** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

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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>SE/TE:</b> Investigate Lab: Which Way Will It Go?, 7 Pull of Gravity, 8 Pull Down, 9 Hold Up, 10 Quest Check-In: What happens when you let it go?, 11	For supporting content please see: Unit 3: <u>Selections:</u> Decodable Book: “Can You Help?” (dropping items), T219
SC.K.E.5.2 Recognize the repeating pattern of day and night.	<b>SE/TE:</b> Investigate Lab: How does day turn to night?, 13 Day and Night, 14-15 Quest Check-In: Patterns, 17	For supporting content please see: Unit 3: <u>Selections:</u> “Duck Meets the Moon” T156–T157 Unit 5: <u>Leveled Readers</u> At Night (Informational Text)
SC.K.E.5.3 Recognize that the Sun can only be seen in the daytime.	<b>SE/TE:</b> Day Sky, 22 Quest Check In: Day or Night?, 33 Assessment, #3, 37	Unit 1: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T38 (Planets) Unit 5: <u>Selections</u> Infographic: “Living in the Desert” T72–T73 Read Aloud: “Winter Fun” and “The Storm” T126–T127 <u>Leveled Readers</u> Seasons (Informational Text) At Night (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)
SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.	<b>SE/TE:</b> Day Sky, 22-23 Night Sky, 28-29 Quest Check In: Day or Night?, 33	Unit 1: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T38 (Planets) Unit 4: <u>Selections:</u> Narrative Nonfiction: Anchor Chart (Moon), T24–T25 Unit 5: <u>Leveled Readers</u> At Night (Informational Text)

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SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.	<b>SE/TE:</b> uInvestigate Lab: Which is bigger?, 27 Big or Small? Near or Far?, 30-31 Quest Connection, 31 A Close Star, 32 uDemonstrate Lab: Why do objects appear to change size?, 40-41	For supporting content please see: Unit 1: <u>Leveled Readers</u> This Is My Home (Informational Text) Animal Homes Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T94 (Observing Nature) Unit 5: <u>Leveled Readers</u> At Night (Informational Text) What Do the Clouds Say Today? (Informational Text) Leaves (Narrative)
SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.	<b>SE/TE:</b> uInvestigate Lab: Which is bigger?, 27 Big or Small? Near or Far?, 30-31	For supporting content please see: Unit 5: <u>Leveled Readers</u> At Night (Informational Text) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)
SC.K.L.14.1 Recognize the five senses and related body parts.	<b>SE/TE:</b> The Five Senses, 128-129 Quest Check-In Lab: What senses can you use to compare animals?, 130-131 How do scientists make observations?, EM2-EM3	Unit 2: <u>Selections</u> Infographic: "Time to Move!" T20–T21 Unit 3: <u>Leveled Readers:</u> I Can Move (Narrative Nonfiction)
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.	<b>SE/TE:</b> Jumpstart Discovery!, 146 uInvestigate Lab: Are the animals real or not real?, 147 Plants and Animals in Stories, 148 Quest Check-In: How can you sort real and imaginary animals?, 151 Quest Findings: Real or Not Real, 152	Unit 1: <u>Leveled Readers:</u> A House for a Mouse (Animal Fantasy) Ant's Hill (Animal Fantasy) A Mice Hike (Animal Fantasy) Unit 2: <u>Leveled Readers:</u> Busy Bee (Narrative) Unit 3: <u>Selections:</u> "How Anansi Got His Stories" T34–T43 "Mosni Can Help" T266–T273

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<p>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.</p>	<p><b>SE/TE:</b>            Plants Are Alike, 134            Plants Are Different, 135            Plants Are Alike and Different, 136            uInvestigate Lab: What can I observe about animals?, 141            Animals Are Alike, 142            Animals Are Different, 143            Quest Check-in, Not Quite the Same, 144</p>	<p>Unit 1:  <u>Selections</u>            Infographic: “Exploring the Woods” T188–T189            Unit 2:  <u>Selections</u>            Infographic: “Making a Place to Live” T76–T77            Read: <i>From Nectar to Honey</i> T90–T97            Infographic: “How Anteaters Eat” T188–T189  <u>Leveled Readers</u>            Baby Bird (Informational Text)            At the Seaside (Informational Text)            At the Pond (Informational Text)  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T45, T47, T115, T116, T185, T254 (Animals)            Unit 5:  <u>Selections</u>            Infographic: “Living in the Desert” T72–T73            Read: <i>A Desert in Bloom</i> T86–T93  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T108, T314 (Life Cycle)</p>
<p>SC.K.N.1.1 Collaborate with a partner to collect information.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How do you roll?, 53            Quest Check-In: What are different ways to observe?, 105</p>	<p>Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research a Pet, T442–T453            Unit 5:  <u>Instructional Content and Activities</u>            Research Project: Research Seasons and Weather, T426–T437</p>

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<p>SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: What is in the sky today?, 21            uDemonstrate Lab: How is one object different?, 76-77            uInvestigate Lab: What makes sound?, 85            uInvestigate Lab: How does it feel?, 127            The Five Senses, 128-129            Quest Check-In Lab: What senses can you use to compare animals?, 130-131            uInvestigate Lab: What can I observe about animals?, 141            uDemonstrate Lab: How do plants compare?, 158-159            How do scientists make observations?, EM2-EM3</p>	<p>Unit 1:  <u>Selections</u>            Infographic: “Exploring the Woods” T188–T189            Read Aloud: “In the Mountains” T190–T191            Read Aloud: “What Is at the Pond?” T246–T247            Unit 2:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T94 (Observing Nature)            Unit 3:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T102 (Scientists Observe Nature)            Unit 5:  <u>Selections</u>            Web Site: “Weather in Our Country” T20–T21            Infographic: “Living in the Desert” T72–T73            Read: <i>A Desert in Bloom</i> T86–T93</p>
<p>SC.K.N.1.3 Keep records as appropriate -- such as pictorial records -- of investigations conducted.</p>	<p><b>SE/TE:</b>            Quest Check-In: What happens when you let it go?, 11            uDemonstrate Lab: Why do objects appear to change size?, 40-41            uConnect Lab: How do things move?, 82            STEM Quest Check-In: How can you build your sail car?, 100-101            uDemonstrate Lab: How do objects change their motion?, 118-119            Quest Check-In Lab: What senses can you use to compare animals?, 130-131            uDemonstrate Lab: How do plants compare?, 158-159            How do scientists keep records?, EM4-EM5</p>	<p>Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research a Pet, T442–T453            Unit 5:  <u>Instructional Content and Activities</u>            Research Project: Research Seasons and Weather, T426–T437</p>

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<p>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</p>	<p><b>SE/TE:</b>            uEngineer It!: A Model Park, 18-19            uEngineer It!: Up and Away!, 60-61            uInvestigate Lab: How can you make a model of a plant?, 133            uEngineer It: Show It With Models!, 138-139            uInvestigate Lab: What can I observe about animals?, 141            How do scientists show what they know?, EM6-EM7</p>	<p>Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research a Pet, T442–T453            Unit 5:  <u>Instructional Content and Activities</u>            Research Project: Research Seasons and Weather, T426–T437</p>
<p>SC.K.N.1.5 Recognize that learning can come from careful observation.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: Which Way Will It Go?, 7            uInvestigate Lab: How are objects the same?, 49            uInvestigate Lab: How can I change it?, 63            uInvestigate Lab: What makes sound?, 85            uConnect Lab: How can you compare a lobster and a crab?, 124            Why do scientists observe?            EM8-EM9</p>	<p>Unit 1:  <u>Selections</u>            Infographic: “Exploring the Woods” T188–T189            Unit 2:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T94 (Observing Nature)            Unit 3:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T102 (Scientists Observe Nature)            Unit 5:  <u>Selections</u>            Web Site: “Weather in Our Country” T20–T21            Infographic: “Living in the Desert” T72–T73            Read: <i>A Desert in Bloom</i> T86–T93  <u>Instructional Content and Activities</u>            Compare Across Texts: Outside My Door, T410–T411 (Seasons)            Research Project: Research Seasons and Weather, T426–T437</p>

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<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>	<p><b>SE/TE:</b>            uInvestigate Lab: How are objects the same?, 49            Objects in Groups, 50-51            Temperature and Weight, 52            Quest Check-In: How will you sort solids, liquids, and gases in Centers?, 58-59            uDemonstrate Lab: How is one object different?, 76-77</p>	<p>For supporting content please see:            Unit 3:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T102 (Scientists Observe Nature)            Unit 5:  <u>Leveled Readers</u>            Leaves (Narrative)            Rocks Around Us (Informational Text)            We Eat</p>
<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>	<p><b>SE/TE:</b>            uInvestigate Lab: How can I change it?, 63            Matter Changes, 64-65            Observe Changes, 66-67            Quest Connection, 67            Quest Check-In: Ways to Change Objects, 68</p>	<p>Unit 3:  <u>Leveled Readers</u>            Paper Chains (Nonfiction)            Toll the Dough (Narrative)            Cleaning Up (Informational Text)            Unit 4:  <u>Leveled Readers</u>            Build a Tower (Narrative)</p>
<p>SC.K.P.10.1 Observe that things that make sound vibrate.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: What makes sound?, 85            Sound, 86            You Can Make Sound, 87            Quest Check-In: How can air make sound?, 89</p>	<p>For supporting content please see:            Unit 4:  <u>Selections</u>            Infographic: "Making Communication Better" T20–T21</p>
<p>SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.</p>	<p><b>SE/TE:</b>            uConnect Lab: How do things move?, 82            uInvestigate How do objects move?, 97            Different Ways to Move, 98            Different Speeds, 99</p>	<p>Unit 1:  <u>Leveled Readers</u>            Look Out! (Realistic Fiction)            Transportation            I Ride (Narrative Nonfiction)            Transportation            Unit 2:  <u>Selections</u>            Poem: "Let's Exercise!" T244–T245            Read Aloud: "Time to Move!" T246–T247            Unit 4:  <u>Selections</u>            Read: <i>Cars Are Always Changing</i> T34–T41</p>



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<p>SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How can we make objects move?, 91            Pushes and Pulls, 92-93            Ways Objects Move, 94            uInvestigate Lab: How do you roll?, 105            Objects Change Motion, 106            uEngineer It!: Maze Craze!, 102-103            Direction and Motion, 108-109            uDemonstrate Lab: How do objects change their motion?, 118-119</p>	<p>Unit 1:  <u>Leveled Readers</u>            Look Out! (Realistic Fiction)            Transportation            I Ride (Narrative Nonfiction)            Transportation            Unit 4:  <u>Selections</u>            Read: <i>Cars Are Always Changing</i> T34–T41</p>
<p>LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>SE/TE:</b>            Quest Check-in, 33            Literacy Toolbox, Main Idea and Details, 52            Quest Check-in, 68            Literacy Connection, Cause and Effect, 83            Literacy Connection, Alike and Different, 125            Quest Check-in, 137</p>	<p>Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see:</p> <p>Unit 2:  <u>Selections</u>            Read: <i>Animals on the Move</i> T34–T41            Infographic: “How Anteaters Eat” T188–T189  <u>Leveled Readers</u>            At the Seaside (Informational Text)            At the Pond (Informational Text)            Unit 5:  <u>Selections</u>            Infographic: “Living in the Desert” T72–T73            Infographic: “Be Prepared!” T176–T177            Read: <i>Tornado Action Plan and Blizzard Action Plan</i> T190–T203</p>

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LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.	<b>SE/TE:</b> Pull of Gravity, 8 Extreme Science, 25 The Five Senses, 128	Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see:  Unit 2: <u>Selections</u> Read: <i>Animals on the Move</i> , T34, T40 Read: <i>Open Wide!</i> T202, T208 Unit 4: <u>Selections</u> Read: <i>Cars Are Always Changing</i> T34, T40
LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.	<b>SE/TE:</b> Extreme Science, 25 Career Connection, 35, 71 Extreme Science, 145 Read Aloud, 160-161  <b>TE Only:</b> Quest Check-in, 137	myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see:  Unit 1: <u>Leveled Readers</u> This Is My Home (Informational Text) Animal Homes Unit 2: <u>Leveled Readers</u> How Does It Feel? (Informational Text) Senses The Rose Plant (Informational Text) Unit 4: <u>Leveled Readers</u> Chimp School (Informational Text) Unit 5: <u>Leveled Readers</u> Seasons (Informational Text) At Night (Informational Text) Rocks Around Us (Informational Text)

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<p>LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>	<p><b>SE/TE:</b> The Essential Question: Show What You Learned, 36, 72, 114, 154 Quest Check-In, 95 Jumpstart Discovery, 6, 20, 26, 126, 146</p> <p><b>TE Only:</b> Synthesize, 144</p>	<p>Listening Comprehension &amp; Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see:</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Jackie and Her Imagination” T22–T23</p> <p>Unit 2: <u>Selections</u> Read Aloud: “What Animals Need” T78–T79 Read Aloud: “Hungry Animals” T190–T191 Read: <i>Open Wide!</i> T202–T209</p> <p>Unit 4: <u>Selections</u> Read Aloud: “Life in the Rainforest” T74–T75</p>
<p>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.</p>	<p><b>SE/TE:</b> Quest Check-In: What Happens When You Let it Go? 11 Quest Check-In: Day or Night?, 33 Maze Craze, 102-103 Career Connection, 113 Are the animals real or not real? 147 How can you sort real and imaginary animals? 151 uDemonstrate Lab: How Do Plants Compare?, 158-159</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Compare Across Texts: Living Together (Living Things and What They Need) T424–T425 Research Project: Informational Writing: Research a Pet, T442–T453</p> <p>Unit 4: <u>Instructional Content and Activities</u> Compare Across Texts: Outside My Door, T410–T411 (Seasons) Research Project: Research Seasons and Weather, T426–T437</p>

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<p>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.</p>	<p><b>SE/TE:</b> Which is bigger?, 27 Why do objects appear to change size? 40-41 Measure and Sort, 69</p>	<p><i>myView Literacy</i> is a comprehensive language arts program. For related material see the following.</p> <p>Unit 1: <u>Instructional Content and Activities</u> Concept Sort, T358, T382, T406</p>
<p>MAFS.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p><b>SE/TE:</b> The Essential Question: Show What You Know, 43 Quest Kickoff: Objects for Centers, 44-45 How are objects the same? 49 Quest Check In: How can you observe and sort objects? 53 Quest Check In: How will you sort solids, liquids and gases in centers? 58-59 Math Connection, Measure and Sort, 69</p>	<p><i>myView Literacy</i> is a comprehensive language arts program. For related material see the following.</p> <p>Unit 1: <u>Instructional Content and Activities</u> Concept Sort, T358, T382, T406</p>
<p>ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p><b>SE/TE:</b> Pull Down, 8-9 Jumpstart Discovery, Patterns in the Sky, 12 Day Sky, 22-23 Big or Small? Near or Far? 30 Jumpstart Discovery, Objects, 48 STEM: Math Connection, 69 Jumpstart Discovery, Change in Movement, 96 Jumpstart Discovery, Living Things in Real Life and Stories, 146 Records, EM5</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 1: <u>Instructional Content and Activities</u> Infographic: “Exploring the Woods” – ELL Targeted Support, T189 Unit 2: <u>Instructional Content and Activities</u> Read: <i>Animals on the Move</i> – ELL Targeted Support, T45 Unit 5: <u>Instructional Content and Activities</u> Infographic: “Living in the Desert” ELL Targeted Support, T73</p>

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<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p><b>SE/TE:</b>            Jumpstart Discovery, Patterns in the Sky, 12            Day Sky, 22-23            Jumpstart Discovery, Solids, Liquids and Gases, 54            STEM: Math Connection, 69            Career Connection 71            Jumpstart Discovery, Senses, 126            Jumpstart Discovery, Animals are Alike and Different, 140            Jumpstart Discovery, Living Things in Real Life and Stories, 146            Observing to Learn, EM8- EM9</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 1:  <u>Instructional Content and Activities</u>            Infographic: “Exploring the Woods” – ELL Targeted Support, T189            Unit 2:  <u>Instructional Content and Activities</u>            Read: <i>Animals on the Move</i> – ELL Targeted Support, T45            Unit 5:  <u>Instructional Content and Activities</u>            Infographic: “Living in the Desert” ELL Targeted Support, T73</p>
<p>HE.K.C.1.5 Recognize there are body parts inside and outside of the body.</p>	<p><b>SE/TE:</b>            Connecting Concepts Toolbox, 143</p>	<p>For supporting content please see:            Unit 1:  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T204 (Discuss animal body parts)            Unit 2:  <u>Selections</u>            Infographic: “How Anteaters Eat” T188–T189 (Discuss body parts of anteater)</p>
<p>MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.</p>	<p><b>SE/TE:</b>            Math Toolbox, 16            STEM Math Connection, 69            STEM Math Connection, 111</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>MAFS.K12.MP.2.1 Reason abstractly and quantitatively</p>	<p><b>SE/TE:</b>            uDemonstrate Lab, 40-41            uInvestigate Lab, 63            STEM Math Connection, 69            STEM Math Connection, 111</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others	<b>SE/TE:</b> uEngineer It, Improve It!, 60-61 uEngineer It, Maze Craze! 102-103 uEngineer It, Show It with Models!, 138-139	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.4.1 Model with mathematics.	<b>SE/TE:</b> Math Toolbox, 16 STEM Math Connection, 111	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.5.1 Use appropriate tools strategically.	<b>SE/TE:</b> STEM Math Connection, 69	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.6.1 Attend to precision.	<b>SE/TE:</b> Math Toolbox, 16 STEM Math Connection, 69 STEM Math Connection, 111 How Do Scientists Keep Records, EM4-EM5	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.7.1 Look for and make use of structure.	<b>SE/TE:</b> Math Toolbox, 16 Quest Check-In, 144	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	<b>SE/TE:</b> uInvestigate Lab, 49 STEM Math Connection, Differentiated Instruction, 111 Records, EM4-5	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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