

Next Generation Science Standards Grade K Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, and SEPs and CCCs Preview Presentation and Activities.

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-PS2-1 Plan and conduct investigations to compare the effect of different strengths or different directions of pushes and pulls on the motion of an object. Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other. Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls or pulls such as those produced by magnets.	Topic 1 Experiences 1, 2 Student Activity Companion, Volume 1: 9, 33, 35, 51 Teacher Guide, 28, 30 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS2.A Forces and Motion - Pushes and pulls can have different strengths and directions. - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.	Topic 1 Experiences 1, 2, 3 Student Activity Companion, Volume 1: 3, 9, 13–16, 17, 23, 29, 35, 39–42, 51, 66 Teacher Guide, 18, 20, 22, 26, 27, 28, 29, 30, 31 Corresponding Digital Resources and Assessment
PS2.B Types of Interactions When objects touch or collide, they push on one another and can change motion.	Topic 1 Experiences 2, 3 Student Activity Companion, Volume 1: 40–42, 47, 66 Teacher Guide, 21, 26, 29, 30 Corresponding Digital Resources and Assessment
PS3.C Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly.	Topic 1 Experiences 1, 2 Student Activity Companion, Volume 1: 19, 35, 40, 43, 47, 51 Teacher Guide, 22, 26, 27, 29, 30, 31 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 3 Planning and Carrying Out Investigations - With guidance, plan and conduct an investigation in collaboration with peers. - Make observations (firsthand or from media) to collect data that can be used to make comparisons.	Topic 1 Experiences 1, 2 Student Activity Companion, Volume 1: 9, 33, 35, 49, 51 Teacher Guide, 20, 26, 28 Corresponding Digital Resources and Assessment
NOS 1 Scientific Investigations Use a Variety of Methods Scientists use different ways to study the world.	Topic 1 Experience 1 Student Activity Companion, Volume 1: 3, 7, 9, 11, 17, 23, 25, 27, 29, 33, 35, 341, 43, 47, 49, 51 Teacher Guide, 18, 19, 20, 21, 22, 23 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 2 Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.	Topic 1 Experiences 1, 2, 3 Student Activity Companion, Volume 1: 7, 9, 15–16, 35, 47, 67 Teacher Guide, 18, 20, 22, 28, 30 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.	Topic 1 Experience 3 Student Activity Companion, Volume 1: 13, 59, 61, 69 Teacher Guide, 36, 38 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
PS2.A Forces and Motion - Pushes and pulls can have different strengths and directions. - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.	Topic 1 Experience 3 Student Activity Companion, Volume 1: 59, 61, 65–66 Teacher Guide, 34, 37, 38 Corresponding Digital Resources and Assessment
ETS1.A Defining Engineering Problems A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.	Topic 1 Experience 3 Student Activity Companion, Volume 1: 49, 51, 55, 61, 65, 67, 69 Teacher Guide, 84, 85, 86, 87 Topic 2 Experience 2 Student Activity Companion, Volume 1: 103 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP 4 Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine if it works as intended.	Topic 1 Experience 3 Student Activity Companion, Volume 1: 61, 63, 69 Teacher Guide, 36, 37, 38, 39 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC 2 Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.	Topic 1 Experience 3 Student Activity Companion, Volume 1: 53, 57, 59, 61, 67–68, 69, 73, 75 Teacher Guide, 36 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface. Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water. Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 83, 85, 89, 93–96, 97, 101, 103, 105 Teacher Guide, 56, 57, 58, 59 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
PS3.B Conservation of Energy and Energy Transfer • Sunlight warms Earth’s surface.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 83, 85, 93–96, 97, 101 Teacher Guide, 54, 55, 56, 57, 58, 59 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP 3 Planning and Carrying Out Investigations • Make observations (firsthand or from media) to collect data that can be used to make comparisons.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 89, 103, 105 Teacher Guide, 55, 56, 57 Corresponding Digital Resources and Assessment
NOS 1 Scientific Investigations Use a Variety of Methods • Scientists use different ways to study the world.	Topic 2 Experiences 1, 2 Student Activity Companion, Volume 1: 89, 103, 105 Teacher Guide, 55, 63 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC 2 Cause and Effect • Events have causes that generate observable patterns.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 89, 97, 101 Teacher Guide, 56, 58 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on Earth’s surface. Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.	Topic 2 Experience 1 Students Activity Companion, Volume 1: 103, 105 Teacher Guide, 56, 58 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	Topic 2 Experience 1
PS3.B Conservation of Energy and Energy Transfer • Sunlight warms Earth’s surface.	Students Activity Companion, Volume 1: 83, 85, 89, 93–96, 97 Teacher Guide, 58, 59 Corresponding Digital Resources and Assessment
Science and Engineering Practices	Topic 2 Experience 1
SEP 6 Constructing Explanations and Designing Solutions • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	Students Activity Companion, Volume 1: 103, 105 Teacher Guide, 56, 58 Corresponding Digital Resources and Assessment
Crosscutting Concepts	Topic 2 Experience 1
CCC 2 Cause and Effect • Events have causes that generate observable patterns.	Students Activity Companion, Volume 1: 89, 101 Teacher Guide, 56, 58 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. Clarification Statement: Examples of qualitative observations could include descriptions of weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months. Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 107, 109, 111, 113, 117–120, 121, 125 Teacher Guide, 66 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 117–120 Teacher Guide, 62, 64, 66 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 4 Analyzing and Interpreting Data Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 113, 121, 125 Teacher Guide, 62, 64, 66, 67 Corresponding Digital Resources and Assessment
NOS 2 Science Knowledge Is Based on Empirical Evidence Scientists look for patterns and order when making observations about the world.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 113, 121, 125 Teacher Guide, 62, 63, 64, 65, 66 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 1 Patterns Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 113, 117–120, 121, 125 Teacher Guide, 63, 64, 65, 67 Corresponding Digital Resources and Assessment
CCC 3 Scale, Proportion, and Quantity - Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). - Standard units are used to measure length.	Topic 2 Experience 2 Students Activity Companion, Volume 1: 113, 121, 125, 127, 129 Teacher Guide, 62, 63, 64 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. Clarification Statement: Emphasis is on local forms of severe weather.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 131, 135, 137, 145, 149 Teacher Guide, 73, 76 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS3.B Natural Hazards Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 141–144 Teacher Guide, 70, 71, 73, 74 Corresponding Digital Resources and Assessment
ETS1.A Defining and Delimiting an Engineering Problem - A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. - Asking questions, making observations, and gathering information are helpful in thinking about problems.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 137, 149 Teacher Guide, 74 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP 1 Asking Questions and Defining Problems Ask questions based on observations to find more information about the designed world.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 131, 133, 137, 145, 149 Teacher Guide, 70 Corresponding Digital Resources and Assessment
SEP 8 Obtaining, Evaluating, and Communicating Information Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 141–144, 151 Teacher Guide, 73 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC 2 Cause and Effect Events have causes that generate observable patterns.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 145 Teacher Guide, 72 Corresponding Digital Resources and Assessment
STSE 1 Connections to Engineering, Technology, and Applications of Science People depend on various technologies in their lives; human life would be very different without technology.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 144 Teacher Guide, 74 Corresponding Digital Resources and Assessment
STSE 2 Connections to Engineering, Technology, and Applications of Science People encounter questions about the natural world every day.	Topic 2 Experience 3 Student Activity Companion, Volume 1: 131, 133, 135, 137, 149 Teacher Guide, 70, 71, 72, 64, 74 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.	Topic 3 Experiences 1, 2 Student Activity Companion, Volume 2: 9, 23, 25, 27, 35, 43, 47 Teacher Guide, 90, 92, 100, 101 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas LS1.C Organization for Matter and Energy Flow in Organisms • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	Topic 3 Experiences 1, 2 Student Activity Companion, Volume 2: 9, 13–16, 17, 23, 25, 35, 39–42, 43, 47 Teacher Guide, 90, 91, 93, 94, 98, 100, 101, 102 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-4 Analyzing and Interpreting Data • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	Topic 3 Experiences 1, 2 Student Activity Companion, Volume 2: 9, 23, 25, 27, 35, 43, 47 Teacher Guide, 92, 93, 94, 98, 100, 101 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 1 Patterns • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	Topic 3 Experiences 1, 2 Student Activity Companion, Volume 2: 23, 25, 27, 35, 47 Teacher Guide, 92, 100 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals and their surroundings make up a system.	Topic 3 Experience 3 Student Activity Companion, Volume 2: 51, 53, 57, 65, 71, 73 Teacher Guide, 108, 110 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ESS3.A Natural Resources Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	Topic 3 Experience 3 Student Activity Companion, Volume 2: 57, 61–64, 65, 69, 71, 73 Teacher Guide, 106, 107, 108, 109, 110, 113 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 2 Developing and Using Models Use a model to represent relationships in the natural world.	Topic 3 Experience 3 Student Activity Companion, Volume 2: 53, 57, 65, 71, 73 Teacher Guide, 108, 110 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 4 Systems and System Models Systems in the natural and designed world have parts that work together.	Topic 3 Experience 3 Student Activity Companion, Volume 2: 63, 69 Teacher Guide, 108, 110 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-ESS2-2 Construct arguments supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digging in the ground to hide its food and tree roots breaking concrete.	Topic 4 Experiences 1, 2 Student Activity Companion, Volume 2: 79, 81, 83, 85, 97, 99, 101, 103, 105, 107, 115, 119 Teacher Guide, 128, 130, 131, 136, 137, 139 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ESS2.E Biogeology Plants and animals can change their environment.	Topic 4 Experiences 1, 2 Student Activity Companion, Volume 2: 83, 85, 87, 89–92, 93, 99, 107, 109, 111–114, 115, 119, 121, 123 Teacher Guide, 123, 126, 127, 128, 129, 130, 131, 139 Corresponding Digital Resources and Assessment
ESS3.C Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	Topic 4 Experiences 1, 2 Student Activity Companion, Volume 2: 107, 109, 111–114, 115, 119, 121, 123 Teacher Guide, 134, 135, 136, 137, 138, 139 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 7 Engaging in Argument from Evidence Construct an argument with evidence to support a claim.	Topic 4 Experiences 1, 2 Student Activity Companion, Volume 2: 79, 83, 85, 97, 99, 115 Teacher Guide, 127, 128, 130, 131, 136, 137 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 4 Systems and System Models Systems in the natural and designed world have parts that work together.	Topic 4 Experiences 1, 2 Student Activity Companion, Volume 2: 90 Teacher Guide, 128, 135, 136, 138 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-ESS3-3 Communicate solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment. Clarification Statement: Examples of human impact on the land could include cutting trees to make paper and using resources to make bottles. Examples of solutions could include reusing paper and recycling cans and bottles.	Topic 4 Experience 3 Students Activity Companion, Volume 2: 125, 127, 129, 131, 143, 145, 147 Teacher Guide, 144, 145, 146, 147 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS3.C Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	Topic 4 Experience 3 Students Activity Companion, Volume 2: 125, 127, 131, 135–138, 139, 143, 145, 147 Teacher Guide, 142, 143, 145, 146, 147, 148 Corresponding Digital Resources and Assessment
ETS1.B Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.	Topic 4 Experience 3 Students Activity Companion, Volume 2: 145, 147 Teacher Guide, 142, 144, 145 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP 8 Obtaining, Evaluating, and Communicating Information Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Topic 4 Experience 3 Students Activity Companion, Volume 2: 131, 145, 147 Teacher Guide, 144, 145, 147 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC 2 Cause and Effect Events have causes that generate observable patterns.	Topic 4 Experience 3 Students Activity Companion, Volume 2: 139, 143 Teacher Guide, 144, 145 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ETS1.A: Defining and Delimiting Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. • Asking questions, making observations, and gathering information are helpful in thinking about problems. • Before beginning to design a solution, it is important to clearly understand the problem.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 111–114, 115, 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 1 Asking Questions and Defining Problems • Ask questions based on observations to find more information about the natural and/or designed world. • Define a simple problem that can be solved through the development of a new or improved object or tool.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 127, 129, 145, 147 Teacher Guide, 144, 146 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ETS1.B Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP 2 Developing and Using Models • Develop a simple model based on evidence to represent a proposed object or tool.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 144, 146 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC 6 Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s).	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 127, 129, 145, 147 Teacher Guide, 144, 146 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ETS1.C Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP 4 Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine it works as intended.	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC 6 Structure and Function The shape and stability of structures of natural and designed objects are related to their function(s).	Topic 2 Experience 1 Student Activity Companion, Volume 1: 103, 105 Teacher Guide, 58 Topic 4 Experience 2 Student Activity Companion, Volume 2: 121, 123 Teacher Guide, 138 Topic 4 Experience 3 Student Activity Companion, Volume 2: 145, 147 Teacher Guide, 146 Corresponding Digital Resources and Assessment

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ELA/Literacy Standards

Grade K Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, and SEPs and CCCs Preview Presentation and Activities.

ELA/Literacy: Reading Standards for Informational Text		WHERE YOU WILL FIND IT
Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2) (K-ESS2-2) (K-ESS3-2) (K-2-ETS1-1)		Student Activity Companion, Volume 1: 3, 17, 23, 43, 69, 97, 121, 145; Volume 2: 17, 43, 65, 93, 115, 119, 139 Teacher Guide, 19, 20, 21, 28, 29, 31, 36, 37, 39, 56, 57, 64, 65, 73, 93, 101, 108 Corresponding Digital Resources and Assessment
Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		Student Activity Companion, Volume 1: 145; Volume 2: 69 Teacher Guide, 21, 22, 23, 30, 31, 33, 38, 39, 41, 60, 61, 68, 69, 77, 99, 107, 116 Corresponding Digital Resources and Assessment
ELA/Literacy: Writing Standards		WHERE YOU WILL FIND IT
Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
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. (K-ESS2-2) (K-ESS3-3)		Student Activity Companion, Volume 2: 119, 123, 147 Teacher Guide, 23, 31, 39, 41 Corresponding Digital Resources and Assessment
Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
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). (K-PS2-1) (K-PS3-1) (K-ESS2-1) (K-ESS2-1)(K-LS1-1)		Student Activity Companion, Volume 1: 9, 17, 25, 59, 89, 103; Volume 2: 9, 17, 25, 35, 71, 85, 107, 123, 129, 145 Corresponding Digital Resources and Assessment
Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Student Activity Companion, Volume 1: 3, 9, 17, 29, 35, 43, 47, 51, 53, 61, 69, 77, 83, 89, 97, 101, 105, 107; Volume 2: 3, 9, 17, 25, 29, 43, 51, 69, 79, 93, 97, 99, 101, 107, 115, 119, 125, 139, 143 Teacher Guide, 20, 21, 22, 23, 26, 29, 31, 34, 38, 39, 41, 55, 57, 58, 59, 63, 66, 67, 72, 73, 74, 75, 91, 92, 94, 95, 102, 101, 103, 106, 108, 110, 111, 112, 123, 126, 128, 130, 131, 135, 138, 139, 145, 146, 147 Corresponding Digital Resources and Assessment
W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1) (K-2-ETS1-3)		Student Activity Companion, Volume 1: 51 Teacher Guide, 23, 34, 37, 41, 51, 57, 58, 62, 73, 75, 91 Corresponding Digital Resources and Assessment

ELA/Literacy: Speaking and Listening Standards		WHERE YOU WILL FIND IT
Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.K.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		Student Activity Companion, Volume 1: 9, 17, 29, 35, 47, 51, 53, 59, 77, 83, 89, 105, 107, 131, 145; Volume 2: 3, 9, 17, 27, 29, 35, 43, 47, 49, 51, 57, 65, 73, 79, 99, 101, 115, 119, 123, 125, 129, 143, 147 Teacher Guide, 18, 21, 28, 34, 37, 51, 55, 56, 57, 62, 63, 65, 70, 72, 73, 91, 93, 101, 106, 109, 126, 135, 145 Corresponding Digital Resources and Assessment
Comprehension and Collaboration Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2) (K-ESS3-2)		Student Activity Companion, Volume 1: 3, 17, 29, 53, 83, 107, 131, 145, 149; Volume 2: 3, 29, 51, 79, 85, 87, 93, 101, 107, 115, 125, 145 Teacher Guide, 18, 26, 34, 51, 54, 62, 70, 73, 90, 98, 106, 126, 134, 142 Corresponding Digital Resources and Assessment
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Student Activity Companion, Volume 1: 47, 101, 121; Volume 2: 47, 49, 57, 65, 73, 119, 121 Teacher Guide, 15, 51, 55, 63, 71, 87, 91, 99, 109, 123, 134, 135, 143 Corresponding Digital Resources and Assessment
Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)		Student Activity Companion, Volume 1: 9, 17, 25, 47, 51, 61, 77, 97, 105, 151; Volume 2: 9, 17, 43, 47, 49, 65, 71, 85, 93, 97, 99, 107, 115, 119, 147 Corresponding Digital Resources and Assessment

Mathematics Standards

Grade K Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, and SEPs and CCCs Preview Presentation and Activities.

Mathematics Standards	WHERE YOU WILL FIND IT
Counting and Cardinality Know number names and the count sequence; Count to tell the number of objects; Compare numbers.	
K.CC.A Know number names and the count sequence. (K-ESS2-1)	Student Activity Companion, Volume 1: 107, 125; Volume 2: 25, 35 Teacher Guide: 47, 62–64, 67, 83, 88, 109
K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Student Activity Companion, Volume 2: 27, 35 Teacher Guide: 142
Measurement and Data Describe and compare measurable attributes; Classify objects and count the number of objects in categories.	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1, K-ESS2-1)	Student Activity Companion, Volume 1: 29, 39–42, 47, 53, 59, 61, 65–68, 73, 75, 83, 89, 91, 93–96, 97, 101, 103, 105, 107, 111, 113, 117–120, 121, 125, 127, 129; Volume 2: 3, 9, 11, 17, 23 Teacher Guide: 11–13, 15, 18–23, 26–31, 34–39, 47–48, 51, 54–59, 62–67, 74, 92–93
K.MD.A.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. (K-PS2-1, K-PS3-1, K-LS1-1)	Student Activity Companion, Volume 1: 29, 33, 35, 40, 43, 47, 51, 53, 73, 75, 83, 89, 97, 101, 105, 107, 111, 113, 119, 120, 121, 125, 127, 129; Volume 2: 7, 23 Teacher Guide: 13, 15, 18–23, 26–31, 34–39, 47–48, 51, 54–59, 62–67, 83, 92–95
K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)	Student Activity Companion, Volume 1: 107, 111, 113, 125 Teacher Guide: 62–67, 74
The Standards for Mathematical Practice These standards describe varieties of important processes and proficiencies. Processes include: problem solving, reasoning and proof, communication, representation, and connections. Proficiencies include: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.	
MP.2 Reason abstractly and quantitatively. (K-PS2-1, K-ESS2-1, K-ESS3-1, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Volume 1: 3, 9, 17, 25, 27, 29, 33, 35, 37, 43, 47, 49, 51, 53, 57, 59, 61, 63, 69, 73, 75, 77, 83, 89, 97, 101, 103, 105, 107, 113, 119, 121, 125, 129, 137, 139, 145, 151; Volume 2: 27 Teacher Guide: 12–13, 15, 18–23, 26–31, 34–39, 47–48, 51, 54–56, 58–59, 62–67
MP.4 Model with mathematics. (K-ESS2-1, K-ESS3-2, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Volume 1: 25, 27, 33, 35, 37, 47, 49, 51, 59, 61, 63, 67–68, 69, 75, 77, 97, 103, 127, 15 Teacher Guide: 12–13, 15, 18–23, 26–28, 30–31, 34–36, 38–39, 47–48, 56, 58–59, 62–67, 71–72, 74
MP.5 Use appropriate tools strategically. (K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Volume 1: 11, 25, 27, 37, 47, 49, 63, 75, 105, 135, 137, 151; Volume 2: 23, 25, 33, 59, 73, 83, 105, 107, 109, 121, 129, 131 Teacher Guide: 13, 15, 19, 21, 22, 27, 28, 29, 30, 35, 36, 37, 38, 39, 49, 55, 56, 58, 59, 67, 71, 72, 74, 85, 91, 93, 94, 100, 102, 107, 108, 109, 110, 121, 128, 129, 135, 136, 137, 138, 143, 144

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