



Correlation to the California Next Generation Science Standards for Grades K-5

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Houghton Mifflin Harcourt California Journeys, Grade K © 2017

correlated to the

California Journeys	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for
- Graue K Teacher's Edition Ur) vit 1	
Lesson 3		
Whole Group		
Informational Text: Different Kinds of Dogs	T250–T253	 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. (K-LS1-1)
Small Group		-
Vocabulary Reader: <i>The Puppy</i>	T268–T269	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. (K-LS1-1)
Teacher's Edition Ur	nit 2	·
Lesson 6		
Whole Group		
Read Aloud Book: Listen, Listen	T14–T21	 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. (K-ESS2-1) PS3.B: Conservation of Energy and Energy Transfer Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2)
Lesson 7		
Whole Group		
Informational Text: The Fort Worth Zoo	T156–T159	 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. (K-LS1-1)

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 8		
Small Group		
Leveled Reader: Let's Climb	T274	 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. (K-ESS3-1)
Leveled Reader: At the Aquarium	T275	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. (K-ESS3-1)
Leveled Reader: In the Rain Forest	T276	 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. (K-ESS3-1)
Leveled Reader: <i>The Aquarium</i>	T277	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. (K-ESS3-1)
Lesson 9		
Whole Group	1	
Read the Big Book: What Do Wheels Do All Day?	T318–T323	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: <i>My Bike</i>	T362–T363	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)
Leveled Reader: In the City	Т368	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)
Leveled Reader: <i>The Hay Ride</i>	Т369	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)
Leveled Reader: Going Fast	1370	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: Going for a Hay Ride	T371	 PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1) PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly (secondary to K-PS2-1)
Teacher's Edition Un	nit 3	
Lesson 11		
Whole Group		
Read Aloud Book: Every Season	T14–T21	 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. (K-ESS2-1)
Read the Big Book: Jump into January	T36–T41	 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. (K-ESS2-1) 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. (K-ESS3-2)

California Journeys – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: Fun in July	Т80-Т81	 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. (K-ESS2-1)
Leveled Reader: October Days	Т86	 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. (K-ESS2-1)
Leveled Reader: Fun All Year	Т87	 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. (K-ESS2-1)
Leveled Reader: June Vacation	Т88	 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. (K-ESS2-1)
Leveled Reader: A Year of Fun	Т89	 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. (K-ESS2-1)

<i>California Journeys</i> – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 12		
Whole Group		
Read Aloud Book:	T108–T115	ESS2.D: Weather and Climate
Storm Is Coming!		 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. (K-ESS2-1) 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. (K-ESS3-2)
Read the Big Book: Snow	T130–T135	 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. (K-ESS2-1)
Informational Text:	T156-T159	ESS2.D: Weather and Climate
How Water Changes		• 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. (K-ESS2-1)
Small Group		
Vocabulary Reader:	T174–T175	ESS3.A: Natural Resources
Animals in the Snow		• 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. (K-ESS3-1)
Leveled Reader:	T180	ESS2.D: Weather and Climate
Winter Vacation		• 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. (K-ESS2-1)
Leveled Reader: <i>Bears Through the</i> <i>Year</i>	T181	 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. (K-ESS2-1)

<i>California Journeys</i> – Grade K	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: No Snow!	T182	 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. (K-ESS2-1)
Leveled Reader: Look at the Bears	T183	 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. (K-ESS2-1)
Lesson 13		
whole Group	TO (0. TO 1.1	
Read Aloud Book: A Zebra's World	1202–1211	 • 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. (K-LS1-1)
Lesson 14	I	
Whole Group		
Read Aloud Book: <i>Home for a Tiger,</i> <i>Home for a Bear</i>	T296–T305	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. (K-LS1-1)
Read the Big Book: <i>Turtle Splash!</i>	T318–T325	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. (K-LS1-1)
Informational Text: Where Animals Live	T344–T346	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. (K-LS1-1)

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Lesson 15		•
Whole Group		
Informational Text: What Will the Weather Be Like?	T438–T440	 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. (K-ESS2-1)
Small Group	I	
Leveled Reader: Rainy Day	T463	 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. (K-ESS2-1)
Leveled Reader: The Storm	T464	 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. (K-ESS2-1)
Leveled Reader: <i>Rain Today</i>	T465	 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. (K-ESS2-1)

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Teacher's Edition Un	nit 4		
Lesson 16			
Whole Group			
Read the Big Book:	T36–T43	ETS1.A: Defining and Delimiting an Engineering Problem	
What Is Science?		• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) (secondary to K-ESS3-2)	
Lesson 17			
Small Group			
Leveled Reader:	T181	LS1.C: Organization for Matter and Energy Flow in Organisms	
Find the Bug		• 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. (K-LS1-1)	
Leveled Reader:	T183	LS1.C: Organization for Matter and Energy Flow in Organisms	
Look for Bugs		• 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. (K-LS1-1)	
Teacher's Edition Un	nit 5		
Lesson 22			
Whole Group		T	
Read Aloud Book: A	T108–T117	LS1.C: Organization for Matter and Energy Flow in Organisms	
Tiger Grows Up		• 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. (K-LS1-1)	
Lesson 23			
Small Group	T2(0 T2(0		
vocabulary Keader:	1208-1269	LSI.C. Organization for Matter and Energy Flow in Organisms	
Ine Flower		animals. Plants need water and light to live and grow. (K-LS1-1)	

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Lesson 24		
Whole Group		
Read Aloud Book: <i>Red Eyes or Blue</i> <i>Feathers</i>	T296–T305	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. (K-LS1-1)
Read the Big Book: Chameleon, Chameleon	T318–T325	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. (K-LS1-1)
Informational Text: Amazing Animal Bodies	T344–T346	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. (K-LS1-1)
Small Group		
Vocabulary Reader: <i>The Lion</i>	T362–T363	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. (K-LS1-1)
Leveled Reader: Bugs for Dinner	T368	 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. (K-LS1-1)
Leveled Reader: Feeding Our Pets	T369	 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. (K-LS1-1)
Leveled Reader: What Animals Eat	Т370	 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. (K-LS1-1)
Leveled Reader: Pets at School	T371	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. (K-LS1-1)

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Lesson 25		
Whole Group		
Read Aloud Book: Bread Comes to Life	T390–T397	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. (K-LS1-1)
Read the Big Book: <i>Pie in the Sky</i>	T412–T419	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. (K-LS1-1)
Informational Text: From Apple Tree to Store	T440–T443	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. (K-LS1-1)

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California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 1	
Lesson 2		
Whole Group		
Read the Anchor Text: <i>The Storm</i>	T120–T126	PS4.A Wave PropertiesSound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)
Teacher's Edition Un	nit 2	
Lesson 7		
Whole Group		
Teacher Read Aloud: <i>Prairie Dogs</i>	T112-T113	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Read the Anchor Text: <i>How Animals</i> <i>Communicate</i>	T122-T130	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)
Connect to the Topic: Informational Text: <i>Insect</i> <i>Messages</i>	T160–T161	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Small Group Vocabulary Reader: Animal Talk	T182-T183	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>Dogs</i> (Struggling Readers)	T188	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: Animals at Night (On Level)	T189	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Dog Talk</i> (Advanced)	T190	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: Busy Animals at Night (ELL)	T191	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

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Lesson 10		
Whole Group		
Teacher Read	T406–T407	LS1.A Structure and Function
Aloud: Chipper		• All organisms have external parts. Different animals use their body parts in different ways to see,
Chips In		hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
		LSI.D Information Processing
		growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Teacher's Edition Un	iit 3	
Lesson 11		
Whole Group		
Read the Anchor	T24–T32	LS1.A Structure and Function
Text: <i>At Home in the Ocean</i>		 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants
		also respond to some external inputs. (1-LS1-1)
Small Group		
Vocabulary Reader: Shark	T84–T85	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>In</i> <i>the Sea</i> (Struggling Readers)	Т90	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Coral Reefs</i> (On Level)	T91	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>The</i> <i>Amazing Octopus</i> (Advanced)	Т92	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Life</i> <i>in the Coral Reefs</i> (ELL)	Т93	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 12		
Whole Group		
Teacher Read	T112-T113	LS1.A Structure and Function
Aloud: Turtle, Frog,		• All organisms have external parts. Different animals use their body parts in different ways to see,
and Rat		 hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Read the Anchor	T122–T131	LS1.A Structure and Function
Text: How Leopard Got His Spots		 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Connect to the	T162–T163	LS1.A Structure and Function
Topic: Informational Text: <i>The Rain</i> <i>Forest</i>		• All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Small Group		
Vocabulary Reader:	T184–T185	LS1.A Structure and Function
Spots		• All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader:	T190	LS1.A Structure and Function
Giraffe's Neck		• All organisms have external parts. Different animals use their body parts in different ways to see,
(Struggling Readers)		hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 13		
Whole Group		
Teacher Read	T212–T213	LS1.A Structure and Function
Aloud: The Prickly		• All organisms have external parts. Different animals use their body parts in different ways to see,
Pride of Texas		hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Connect to the	T262–T267	LS1.D Information Processing
Topic: Informational		• Animals have body parts that capture and convey different kinds of information needed for
Text: Four Seasons		growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants
for Animals		also respond to some external inputs. (1-LS1-1)
Small Group		
Vocabulary Reader:	T288–T289	LS1.A Structure and Function
Ducks		 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader:	T294	LS1.D Information Processing
Readers)		• Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: Fall	T295	ESS1.B Earth and the Solar System
Changes (On Level)		• Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
Leveled Reader:	T296	ESS1.B Earth and the Solar System
Seasons Around the		• Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
World (Advanced)		
Leveled Reader: In	T297	ESS1.B Earth and the Solar System
the Fall (ELL)		• Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 14		
Whole Group		
Teacher Read Aloud: <i>The Tortoise</i> <i>and the Hare</i>	T316–T317	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Small Group		
Vocabulary Reader: Desert Animals	Т390–Т391	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Izzy's Move</i> (Struggling Readers)	T396	 LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 15		
Whole Group		
Read the Anchor Text: <i>Animal Groups</i>	T428–T438	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)
Connect to the Topic: Play: Animal Picnic	T468–T469	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: Animals	T494–T495	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Making a Home</i> (Struggling Readers)	Т500	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>All</i> <i>About Bats</i> (On Level)	T501	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: Bald Eagles (Advanced)	Т502	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Many Kinds of Bats</i> (ELL)	Т503	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Teacher's Edition Un	nit 4	
Lesson 16 Whole Crown		
Teacher Read Aloud: One Giant Leap	T14–T15	 PS4.C Information Technologies and Instrumentation People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4) 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. (K-2-ETS1-1) (secondary to KPS2-2)
Read the Anchor Text: Let's Go to the Moon!	T24–T35	 ESS1.A The Universe and Its Stars Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Connect to the	Т66-Т67	ESS1.A The Universe and Its Stars
Topic: Informational Text: Mae Jemison		• Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)
Small Group	L	
Vocabulary Reader: In the Sky	Т88–Т89	 ESS1.A The Universe and Its Stars Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
Leveled Reader: <i>The</i> <i>Sun</i> (Struggling Readers)	Т94	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader: Seasons (On Level)	Т95	 ESS1.A The Universe and its Stars Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Earth and the Solar System Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
Leveled Reader: <i>The</i> <i>Seasons of the Year</i> (ELL)	Т97	 ESS1.A The Universe and its Stars Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) ESS1.B Earth and the Solar System Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools	
Lesson 18			
Whole Group			
Connect to the Topic: Fairy Tale: Jack and The Beanstalk	T270–T271	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) 	
Small Group			
Vocabulary Reader: <i>My Favorite Foods</i>	T292–T293	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) 	
Leveled Reader: A World of Food (Advanced)	Т300	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) 	
Teacher's Edition Un	nit 5		
Lesson 21			
Whole Group			
Read the Anchor: <i>The Garden</i> from <i>Frog and Toad</i> <i>Together</i>	T24–T32	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)	
Connect to the Topic: Informational Text: Garden Good Guys	Т62-Т63	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)	

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: <i>Trees</i>	T84–T85	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS3.A Inheritance of Traits Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)
Leveled Reader: A Seed for Sid (Struggling Readers)	Т90	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Lesson 22		
Whole Group		
Read the Anchor Text: <i>Amazing</i> <i>Animals</i>	T122–T132	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) LS3.A Inheritance of Traits Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)

<i>California Journeys</i> – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Connect to the Topic: Folktale: <i>The</i> <i>Ugly Duckling</i>	T162–T163	 LS3.A Inheritance of Traits Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) LS3.B Variation of Traits Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)
Small Group	1	
Vocabulary Reader: Baby Birds	T184–T185	 LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: Animal Homes (Struggling Readers)	T190	 LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: Baby Kangaroos (On Level)	T191	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>How Animals Move</i> (Advanced)	T192	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Leveled Reader: <i>Tiny Baby</i> <i>Kangaroos</i> (ELL)	T193	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) LS1.B Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) LS1.D Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
Lesson 24		
Read the Anchor Text: A Tree Is a Plant	T324–T338	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Connect to the Topic: Informational Text: Grow, Apples, Grow!	T368–T369	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

California Journeys – Grade 1	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: Worms	T390–T391	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader: An Acorn Grows (Struggling Readers)	T396	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader: From Pit to Plum (On Level)	Т397	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader: <i>The</i> <i>Story of a Rose</i> (Advanced)	T398	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Leveled Reader: A Plum Grows (ELL)	Т399	LS1.A Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
Teacher's Edition Un	nit 6	
Lesson 29		
Small Group	Γ	
Vocabulary Reader: <i>Butterflies</i>	T386–T387	 LS1.A Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

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Teacher's Edition Un	nit 1	
Lesson 4		
Whole Group		
Teacher Read Aloud: <i>Bats: Beastly</i> or <i>Beautiful?</i>	T306–T307	LS4.D: Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Teacher's Edition Un	nit 2	•
Lesson 6		
Whole Group		
Teacher Read Aloud: <i>City Life is</i> <i>for the Birds</i>	T14–T15	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Read the Anchor Text: Animals Building Homes	T24–T33	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Connect to the Topic: Informational Text: <i>Whose Home</i> <i>Is This?</i>	Т60-Т63	LS4.D Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

California Journeys – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader:	T84–T85	LS4.D Biodiversity and Humans
Amazing Nests		• There are many different kinds of living things in any area, and they exist in different places on
		land and in water. (2-LS4-1)
Leveled Reader: A	Т90	LS4.D Biodiversity and Humans
Busy Beaver		• There are many different kinds of living things in any area, and they exist in different places on
(Struggling Readers)		land and in water. (2-LS4-1)
Leveled Reader:	T91	LS4.D Biodiversity and Humans
Busy Bees (On		• There are many different kinds of living things in any area, and they exist in different places on
Level)		land and in water. (2-LS4-1)
Leveled Reader: The	Т92	LS4.D Biodiversity and Humans
Lives of Ants		• There are many different kinds of living things in any area, and they exist in different places on
(Advanced)		land and in water. (2-LS4-1)
Leveled Reader:	Т93	LS4.D Biodiversity and Humans
Bees at Work (ELL)		• There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Lesson 7		
Whole Group	I	
Read the Anchor	T122–T135	LS2.A Interdependent Relationships in Ecosystems
Text: The Ugly		• Plants depend on water and light to grow. (2-LS2-1)
Vegetables		
Connect to the	T164–T165	LS2.A Interdependent Relationships in Ecosystems
Topic: Informational		• Plants depend on water and light to grow. (2-LS2-1)
Text: They Really		
Are Giant!		
Small Group		
Vocabulary Reader:	T186–T187	LS2.A Interdependent Relationships in Ecosystems
The Three Sisters		• Plants depend on water and light to grow. (2-LS2-1)

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Lesson 8		
Whole Group		
Teacher Read Aloud: <i>Floods:</i> Dangerous Water	T214–T215	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)
Read the Anchor Text: Super Storms	T224–T233	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)
Connect to the Topic: Poetry: <i>Weather Poems</i>	T262–T263	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)
Small Group		·
Vocabulary Reader: Let It Rain!	T284–T285	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)
Leveled Reader: A Snowy Day (Struggling Readers)	Т290	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)
Leveled Reader: What Is in the Wind? (On Level)	T291	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land. (2-ESS2-1)
Leveled Reader: Lessons About Lightning (Advanced)	T292	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

California Journeys – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>The Wind</i> (ELL)	T293	 ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land. (2-ESS2-1)
Lesson 10		
Whole Group Teacher Reader Aloud: Sharks on the Run!	T414–T415	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Read the Anchor Text: Jellies: The Life of Jellyfish	T424–T435	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Small Group	1	
Vocabulary Reader: <i>Coral Reefs</i>	T488	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Leveled Reader: Animals at the Aquarium (Struggling Readers)	T494	LS4.D Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Leveled Reader: <i>Life</i> <i>in Tide Pools</i> (On Level)	T495	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Leveled Reader: Bottlenose Dolphins (Advanced)	T496	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Leveled Reader: <i>Tide Pools</i> (ELL)	T497	 LS4.D Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

<i>California Journeys</i> – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 3	
Lesson 13		
Small Group		
Leveled Reader: A	T284	LS2.A Interdependent Relationships in Ecosystems
School in a Garden		• Plants depend on water and light to grow. (2-LS2-1)
(Advanced)		
Losson 14		
Whole Group		
Teacher Read	T304 T305	I SA D Biodiversity and Humans
Aloud: Whale of a	1504-1505	• Biodiversity and Humans There are many different kinds of living things in any area, and they
Lesson		exist in different places on land and in water (2-I S4-1)
Lesson		exist in different places on fund and in water. (2 EST 1)
Teacher's Edition Un	hit 4	
Lesson 19		
Whole Group		
Teacher Read	T314–T315	LS4.D Biodiversity and Humans
Aloud: Wild Friends,		• There are many different kinds of living things in any area, and they exist in different places on
Wow!		land and in water. (2-LS4-1)
Teachan's Edition Us	.:. F	
Lesson 21	lit 5	
Lesson 21 Whole Crown		
Read the Anchor	Т24 Т35	I SA D Biodiversity and Humans
Text: Panguin Chick	124-135	• There are many different kinds of living things in any area, and they exist in different places on
Text. Tenguin Chick		and and in water (2-I S4-1)
Connect to the	T64–T65	LS4.D Biodiversity and Humans
Topic: Informational		• There are many different kinds of living things in any area, and they exist in different places on
Text:Emperor		land and in water. (2-LS4-1)
Penguins		
Small Group	ſ	
Vocabulary Reader:	Т86–Т87	LS4.D Biodiversity and Humans
Antarctic Animals		• There are many different kinds of living things in any area, and they exist in different places on
		land and in water. (2-LS4-1)

<i>California Journeys</i> – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>Penguins</i> (Struggling Readers)	T92	LS4.D Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Leveled Reader: <i>McMurdo Station</i> (Advanced)	Т94	LS4.D Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
Lesson 25		
Whole Group	1	
Teacher Read Aloud: Johnny Appleseed and His Apples	T414–T415	LS2.A Interdependent Relationships in EcosystemsPlants depend on water and light to grow. (2-LS2-1)
Read the Anchor Text: <i>How Do Plants</i> <i>Change and Grow?</i>	T424–T433	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)
Connect to the Topic: Informational Text: <i>Super Soil</i>	T460–T461	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)
Small Group		
Vocabulary Reader: Grow a Bean Plant	T486–T487	LS2.A Interdependent Relationships in EcosystemsPlants depend on water and light to grow. (2-LS2-1)
Leveled Reader: <i>Plant and Animal</i> <i>Partners</i> (Struggling Readers)	T492	LS2.A Interdependent Relationships in Ecosystems • Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)
Leveled Reader: <i>The</i> <i>Life Cycle of a Tree</i> (On Level)	T493	LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)

<i>California Journeys</i> – Grade 2	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader:	T494	LS2.A Interdependent Relationships in Ecosystems
Desert Plants		• Plants depend on water and light to grow. (2-LS2-1)
(Advanced)		
Leveled Reader:	T495	LS2.A Interdependent Relationships in Ecosystems
How a Tree Grows (ELL)		• Plants depend on water and light to grow. (2-LS2-1)
Teacher's Edition Un	nit 6	
Lesson 27		
Whole Group		
Teacher Read	T114–T115	PS1.A Structure and Properties of Matter.
Aloud: Epperson's		• Different kinds of matter exist and many of them can be either solid or liquid, depending on
Icicle		temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
		PS1.B Chemical Reactions
		• Heating or cooling a substance may cause changes that can be observed. Sometimes these
		changes are reversible, and sometimes they are not. (2-PSI-4)

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California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Ur	nit 1	•
Lesson 3		
Small Group		
Vocabulary Reader: Animals in Danger!	T266–T267	 LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1)
Teacher's Edition Ur	nit 2	
Lesson 6		
Whole Group		
Read the Anchor Text: <i>Bat Loves the</i> <i>Night</i>	T22–T30	 LS4.C Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Connect to the Topic: A Bat is Born	Т54–Т55	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.A Inheritance of Traits Many characteristics of organisms are inherited from their parents. (3-LS3-1)

California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader:	T76–T77	LS4.C Adaptation
Nightime Animals		• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Leveled Reader:	T82	LS4.C Adaptation
Chased by a Bat! (Struggling Readers)		• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Leveled Reader: A	T83	LS2.D Social Interactions and Group Behavior
Sound in the Ground		• Being part of a group helps animals obtain food, defend themselves, and cope with changes.
(On Level)		Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3-LS2-1)
Leveled Reader: The	T85	LS2.D Social Interactions and Group Behavior
Elephants (ELL)		• Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3-LS2-1)
Lesson 8		
Whole Group		
Teacher Read	T196–T197	LS4.C Adaptation
Aloud: Sweet Berries		• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Small Group		
Vocabulary Reader:	T262–T263	LS3.B Variation of Traits
All About Grass		• Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)
		• The environment also affects the traits that an organism develops. (3-LS3-2)

<i>California Journeys</i> – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Ur	nit 3	
Lesson 11		
Whole Group		
Connect to the	T52–T53	PS2.B Types of Interactions
Topic: Science for		• Objects in contact exert forces on each other. (3-PS2-1)
Sports Fans		
Lesson 12		•
Whole Group		
Connect to the	T146–T147	LS1.B Growth and Development of Organisms
Topic: Goodness		• Reproduction is essential to the continued existence of every kind of organism. Plants and
Grows in Gardens		animals have unique and diverse life cycles. (3-LS1-1)
		LS4.C Adaptation
		• For any particular environment, some kinds of organisms survive well, some survive less well,
		and some cannot survive at all. (3-LS4-3)
Small Group	T1 (0, T1 (0)	
Vocabulary Reader:	1168-1169	LSI.B Growth and Development of Organisms
How Does Food		• Reproduction is essential to the continued existence of every kind of organism. Plants and
Grow?		annuals have unique and diverse me cycles. (3-LSI-1)
Teacher's Edition Ur	nit 4	
Lesson 16		
Whole Group		
Teacher Read	T14-T15	ESS3.B Natural Hazards
Aloud: Counting		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural
Cans		hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea
		is also addressed by 4-ESS3-2.)
Small Crown		
Small Group	T02 T02	ESS2 D Notural Hazarda
Recycle Rouse and	102-103	LOSS.D Ivaluial Πάζαιμς
Reduce		hazards but can take steps to reduce their impacts (3-FSS3-1) (Note: This Disciplinary Core Idea
neunee		is also addressed by 4-ESS3-2)

California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>The</i> <i>Recycling Contest</i> (Struggling Readers)	T88	ESS3.B Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
Leveled Reader: Joy's Planet Patrol Plan (On Level)	T89	 ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
Leveled Reader: Cezar's Pollution Solution (Advanced)	Т90	 ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
Leveled Reader: <i>The</i> <i>Green Team</i> (ELL)	T91	 ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
Lesson 17		
Read the Anchor Text: The Albertosaurus Mystery	T118–T128	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)
Connect to the Topic: Finding Fossils for Fun	T152–T153	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)

California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Vocabulary Reader: Meet Dino Sue!	T174–T175	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)
Leveled Reader: Uncovering the Past (Struggling Readers)	T180	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)
Leveled Reader: Mysteries from Long Ago (On Level)	T181	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)
Leveled Reader: <i>The</i> <i>Man Who Digs</i> <i>Dinosaurs</i> (Advanced)	T182	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)
Leveled Reader: Learning from Fossils (ELL)	T183	 LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)

California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 18		
Whole Group		
Read the Anchor Text: A Tree is Growing	T210–T222	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)
Small Group		
Leveled Reader: Daffodil Spring (Struggling Readers)	T274	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS4.C Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Leveled Reader: <i>Wind in the Pines</i> (On Level)	T275	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.B Variation of Traits Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2)
Leveled Reader: <i>The</i> <i>Power of Corn</i> (Advanced)	T276	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)
Leveled Reader: All All About Pines (ELL)	T277	 LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.B Variation of Traits Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2)

<i>California Journeys</i> – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 19		
Whole Group		
Connect to the Topic: <i>Whose Land</i>	T338–T339	LS2.C Ecosystem Dynamics, Functioning, and Resilience • When the environment changes in ways that affect a place's physical characteristics, temperature
Is It?		or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) LS4.D Biodiversity and Humans • Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)
Lesson 20		
Whole Group		
Teacher Read Aloud: <i>Clever</i> <i>Colonies</i>	Т388–Т389	 LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2). (3-
		LS2-1)
Read the Anchor Text: <i>Life on the Ice</i>	T396–T405	 ESS2.D Weather and Climate Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)
Connect to the	T430–T431	ESS2.D Weather and Climate
Topic: The Raven: An Inuit Myth		• Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)
Small Group		
Vocabulary Reader:	T456–T457	LS1.B Growth and Development of Organisms
Emperor Penguins		• Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)
Leveled Reader:	T462	LS4.C Adaptation
Watch Out! Polar Bears! (Struggling Readers)		• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

<i>California Journeys</i> – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader:: Beating the Heat (On Level)	T463	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Leveled Reader: Staying Cool in the Heat (ELL)	T465	LS4.C Adaptation • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Teacher's Edition Un	nit 5	
Lesson 22 Small Crown		
Leveled Reader: Monarchs on the Move (Struggling Readers)	T174	 LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3-LS2-1)
Leveled Reader: <i>Fish on the Move</i> (On Level)	T175	 LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2). (3-LS2-1)
Leveled Reader: <i>Rescuing the</i> <i>Whooping Crane</i> (Advanced)	T176	 LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)

California Journeys – Grade 3	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>Fish That Migrate</i> (ELL)	T177	 LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2). (3-LS2-1)
Lesson 24		
Small Group		
Vocabulary Reader: Sea Lions	T354–T355	 LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2). (3-LS2-1) LS4.C Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
Teacher's Edition Un	it 6	
Lesson 27		
Whole Group		
Teacher Read Aloud: <i>Maglev</i> <i>Trains</i>	Т58–Т59	 PS2.B Types of Interactions Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)
Read the Anchor Text: <i>The Power of</i> <i>Magnets</i>	T62–T67	 PS2.B Types of Interactions Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)
Connect to the Topic: Electromagnets and You	Т70-Т71	 PS2.B Types of Interactions Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)

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California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 1	
Lesson 3		
Whole Group		
Teacher Read	T162–T163	PS4.C Information Technologies and Instrumentation
Aloud: Bridging the		• Digitized information transmitted over long distances without significant degradation. High-tech
Сар		devices, such as computers or cell phones, can receive and decode information—convert it from
		digitized form to voice—and vice versa. (4-PS4-3)
Connect to the	T188_T193	PS4 C Information Technologies and Instrumentation
Topic [•] Informational	1100 1175	• Digitized information transmitted over long distances without significant degradation High-tech
Text: From Idea to		devices, such as computers or cell phones, can receive and decode information—convert it from
Book		digitized form to voice—and vice versa. (4-PS4-3)
Lesson 4		
Small Group		
Leveled Reader:	T296	ESS3.C Human Impacts on Earth Systems
A.L.L. to the Rescue		• Human activities in agriculture, industry, and everyday life have had major effects on the land,
(Advanced)		vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing
		things to help protect Earth's resources and environments. (5-ESS3-1)

California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 2	
Lesson 6		
Small Group		
Vocabulary Reader:	T62	PS4.C Information Technologies and Instrumentation
The Golden Age of		• Digitized information transmitted over long distances without significant degradation. High-tech
Radio		devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)
Lesson 9		
Whole Group		
Teacher Read	T236–T237	ESS1.C The History of Planet Earth
Out There?		forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)
Connect to the Topic: Informational Text: <i>Field Guide to</i> <i>Snakes of the</i> <i>Southwest</i>	T260–T263	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.D Information Processing Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)
Small Group	I	
Vocabulary Reader:	T286	LS1.A Structure and Function
Reptiles as Pets		 Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.D Information Processing Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 3	
Lesson 11		
Whole Group		
Read the Anchor	T18–T27	ESS2.A Earth Materials and Systems
Text: Hurricanes:		• Rainfall helps to shape the land and affects the types of living things found in a region. Water,
Earth's Mightiest		ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and
Storms		move them around. (4-ESS2-1)
	T 24 T 20	
Connect to the	134–139	ESS2.A Earth Materials and Systems
Topic: Newspaper		• Rainfall helps to shape the land and affects the types of living things found in a region. Water,
Article: <i>Recovering</i>		ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and
Jrom Katrina		move them around. (4-ESS2-1)
Small Group		
Leveled Reader:	T66	ESS2.B Plate Tectonics and Large-Scale System Interactions
Volcanoes		• The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and
(Struggling Readers)		volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along
		the boundaries between continents and oceans. Major mountain chains form inside continents or
		near their edges. Maps can help locate the different land and water features areas of Earth. (4-
		ESS2-2)
x 1.1D 1	T (0)	
Leveled Reader:	168	ESS3.B Natural Hazards
Nature Destroys,		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural
Nature Kenews		nazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
(Auvanced)		

California Journeys – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 12		
Whole Group		
Teacher Read Aloud: <i>Safe from</i> <i>Harm</i>	Т86–Т87	 ESS2.A Earth Materials and Systems Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1) ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Connect to the Topic: Informational Text: <i>Twisters</i>	T110-T113	 ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Small Group		
Leveled Reader: Sailing to Safety (Struggling Readers)	T140	 ESS2.A Earth Materials and Systems Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)
Lesson 13		
Whole Group		
Read the Anchor Text: Antarctic Journal: Four Months at the Bottom of the World	T166–T177	 ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)
Connect to the Topic: Informational Text: Cold, Cold Science	T184–T193	 ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)

<i>California Journeys</i> – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Small Group		
Leveled Reader: An Icy Adventure (On Level)	T221	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4- ESS3-1)
Leveled Reader: A Visit to Antarctica (ELL)	T223	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4- ESS3-1)
Lesson 14		
Whole Group		
Read the Anchor Text: <i>The Life and</i> <i>Times of the Ant</i>	T246–T259	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.B Growth and Development of Organisms
Small Group		
Vocabulary Reader: Ants of All Kinds	T292–T293	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) LS1.B Growth and Development of Organisms
Leveled Reader: The Lives of Social Insects (Struggling Readers)	T296	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: Arthropods Rule! (On Level)	T297	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: Love Those Bugs! (Advanced)	T298	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

<i>California Journeys</i> – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: Arthropods Everywhere! (ELL)	T299	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Lesson 15		
Whole Group	T222 T222	
Read the Anchor Text: <i>Ecology for</i> <i>Kids</i>	1322-1333	 ESS2.E Biogeology Living things affect the physical characteristics of their regions. (4-ESS2-1) ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2)
Small Group		
Vocabulary Reader: Squash in the Schoolyard	T370–T371	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: <i>The</i> <i>Seal Who Wanted to</i> <i>Live</i> (Struggling Readers)	T374	 ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Leveled Reader: <i>Dad's Garden</i> (On Level)	T375	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: A Father's Garden (ELL)	T377	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

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Teacher's Edition Un	it 5	
Lesson 21		
Whole Group		
Read the Anchor	T18–T31	PS4.C Information Technologies and Instrumentation
Text: The World		• Digitized information transmitted over long distances without significant degradation. High-tech
According to		devices, such as computers or cell phones, can receive and decode information-convert it from
Humphrey		digitized form to voice—and vice versa. (4-PS4-3)
Connect to the	T38–T41	PS4.C Information Technologies and Instrumentation
Topic:		• Digitized information transmitted over long distances without significant degradation. High-tech
Advertisement:		devices, such as computers or cell phones, can receive and decode information-convert it from
Make the Switch		digitized form to voice—and vice versa. (4-PS4-3)
Small Group		
Vocabulary Reader:	T64	LS1.A Structure and Function
The Truth About		• Plants and animals have both internal and external structures that serve various functions in
Rodents		growth, survival, behavior, and reproduction. (4-LS1-1)
Lesson 23		
Whole Group		
Read the Anchor	T170–T185	LS1.A Structure and Function
Text: The Ever- Living Tree		• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Connect to the	T192-T195	LS1 A Structure and Function
Topic: Poetry:		• Plants and animals have both internal and external structures that serve various functions in
Towering Trees		growth, survival, behavior, and reproduction. (4-LS1-1)
Small Group		
Vocabulary Reader:	T218–T219	LS1.A Structure and Function
Forever Green		• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader:	T222	LS1.A Structure and Function
Plants of the		• Plants and animals have both internal and external structures that serve various functions in
Redwood Forest		growth, survival, behavior, and reproduction. (4-LS1-1)
(Struggling Readers)		

<i>California Journeys</i> – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: Life Among the Redwoods (On Level)	T223	 LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: Gentle Redwood Giants (Advanced)	T224	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Leveled Reader: Animals of the Redwood Forest (ELL)	T225	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Lesson 24		
Whole Group	TO 10 TO 50	
Read the Anchor Text: Owen & Mzee: The True Story of a Remarkable Friendship	1248–1259	 ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Connect to the Topic: Informational Text: Sea Sanctuary	T266–T269	 ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Small Group		
Vocabulary Reader: Dangerous Waves	T292–T293	 ESS2.B Plate Tectonics and Large-Scale System Interactions The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)

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Lesson 25		
Whole Group		
Teacher Read Aloud: <i>The Future of</i> <i>Flight</i>	T316–T317	ESS3.A Natural Resources • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4- ESS3-1)
Read the Anchor Text: <i>The Fun They</i> <i>Had</i>	T322–T331	 PS4.C Information Technologies and Instrumentation Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)
Connect to the Text: Informational Text: Toys!: Amazing Stories Behind Some Great Inventions	T338–T343	 PS4.C Information Technologies and Instrumentation Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)
Small Group		
Vocabulary Reader: Remarkable Robots	Т370-Т371	 PS4.C Information Technologies and Instrumentation Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)
Teacher's Edition Un	it 6	
Lesson 26		
Whole Group		
Teacher Read Aloud: <i>The</i> <i>Importance of</i> <i>Spiders</i>	T10–T11	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Read the Anchor Text: The Girl Who Loved Spiders	T14-T21	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
Connect to the Topic: Informational Text: <i>Web Wise</i>	T24–T25	LS1.A Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

<i>California Journeys</i> – Grade 4	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Lesson 28		
Whole Group		
Teacher Read	T104–T105	ESS1.C The History of Planet Earth
Aloud: Digging Up		• Local, regional, and global patterns of rock formations reveal changes over time due to earth
the Past		forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)
Read the Anchor	T108–T113	ESS1.C The History of Planet Earth
Text: Museums: World of Wonder		• Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)
Connect to the	T116–T117	ESS3.A Natural Resources
Topic: Photo Essay:		• Energy and fuels that humans use are derived from natural sources, and their use affects the
Making the Most		environment in multiple ways. Some resources are renewable over time, and others are not. (4-
From Trash		ESS3-1)
Lesson 29		
Whole Group		
Teacher Read	T150-T151	ESS3.B Natural Hazards
Aloud: Creatures of the Bog		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Read the Anchor	T154–T161	ESS3.B Natural Hazards
Text: Save Timber		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural
Woods!		hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Connect to the	T164–T165	ESS3.B Natural Hazards
Topic: Persuasive		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural
Essay: Following		hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)
Muir: A Persuasive		
Essay		
Lesson 30		
Whole Group		
Teacher Read	T198–T199	ESS3.B Natural Hazards
Aloud: Saving Sea		• A variety of natural hazards result from natural processes. Humans cannot eliminate natural
Turtles		hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)

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California Journeys	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 1	
Lesson 1		
Whole Group		
Read the Anchor Text: A Package for Mrs. Jewls	T18–T29	 PS2.B Types of Interactions The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)
Connect to the Topic: Readers' Theater: <i>Questioning</i> <i>Gravity</i>	T36–T39	 PS2.B Types of Interactions The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)
Small Group		·
Vocabulary Reader: Sports and Motion	Т62-Т63	 PS2.A Forces and Motion Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) PS2.B Types of Interactions The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)
Lesson 3		•
Small Group		
Leveled Reader: <i>The</i> <i>Mighty</i> , <i>Mighty</i> <i>Daffodils</i> (Struggling Readers)	T224	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

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Teacher's Edition Ur	nit 2	
Lesson 6		
Whole Group		
Teacher Read Aloud: <i>America's</i> <i>Eagle</i>	T12-T13	LS1.C Organization for Matter and Energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)
Read the Anchor Text: <i>Quest for the</i> <i>Tree Kangaroo</i>	T18–T33	 LS2.B Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Connect to the Topic: Myth: <i>Why</i> <i>Koala Has no Tail</i>	T40–T45	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Small Group	I	
Leveled Reader: <i>Kangaroos</i> (Struggling Readers)	T72	 LS2.B Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: <i>On</i> the Trail of Rain Forest Wildlife (On Level)	T73	 LS1.C Organization for Matter and Energy Flow in Organisms Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) LS2.B: Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)
Leveled Reader: <i>Mad for Marsupials!</i> (Advanced)	T74	 LS1.C Organization for Matter and Energy Flow in Organisms Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: Animals in the Rain Forest (ELL)	Τ75	 LS1.C Organization for Matter and Energy Flow in Organisms Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) LS2.B: Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)
Lesson 7		
Small Group Vocabulary Reader: Black Bears	T142-T143	LS2.A Interdependent Relationships in Ecosystems • The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

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Lesson 8		
Whole Group		
Teacher Read Aloud: <i>Attack of the</i> <i>Alien Species</i>	T166–T167	 LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)
Read the Anchor Text: Everglades Forever: Restoring America's Great Wetland	T173-T185	 LS2.B Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Connect to the Topic: Informational Text: National Parks of the West	T192–T195	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Small Group		
Vocabulary Reader: Mangrove Swamp	T218–T219	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Leveled Reader: Guardian of the Everglades (Struggling Readers)	T222	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Leveled Reader: America's Urban Parks (On Level)	T223	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Leveled Reader: <i>The</i> <i>Salton Sea</i> (Advanced)	T224	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Leveled Reader: America's City Parks (ELL)	T225	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
Lesson 10		
Whole Group	1	r
Read the Anchor Text: <i>Cougars</i>	T322–T333	 LS1.C Organization for Matter and energy Flow in Organisms Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools		
Small Group				
Leveled Reader: Sharks (Struggling Readers)	T374	LS1.C Organization for Matter and energy Flow in Organisms • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)		
Leveled Reader: <i>The</i> <i>Return of the</i> <i>Yellowstone Grizzly</i> (On Level)	Т375	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Leveled Reader: Saving the Mexican Wolves (Advanced)	T376	 LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Leveled Reader: Grizzly Bears Return to Yellowstone (ELL)	Т377	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		

California Journeys	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools			
Teacher's Edition Un	nit 4				
Lesson 17					
Whole Group					
Read the Anchor Text: <i>LAFF</i> from <i>Best Shorts</i>	T92–T107	 ETS1.A Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1) 			
Connect to the Topic: Informational Text: <i>From Dreams</i> <i>to Reality</i>	T114–T117	 ETS1.A Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1) 			
Small Group		•			
Vocabulary Reader: That's a Wacky Idea	T140–T141	 ETS1.A Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1) 			
Leveled Reader: <i>Robot Rescue</i> (Struggling Readers)	T144	 ETS1.A Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1) 			

<i>California Journeys</i> – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools		
Lesson 19				
Whole Group				
Teacher Read Aloud: <i>The Power of</i> <i>Spirit Lake</i>	T236–T237	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Small Group				
Vocabulary Reader: From Parking Lot to Garden	T288–T289	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Lesson 20				
Whole Group				
Read the Anchor Text: <i>The Black</i> <i>Stallion</i>	T318–T333	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Connect to the Topic: Informational Text: <i>Horse Power</i>	T340–T343	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)		
Small Group				
Vocabulary Reader: Island Ponies	T370–T371	ESS3.C Human Impacts on Earth Systems • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)		
Leveled Reader: <i>The</i> <i>Deer</i> (Struggling Readers)	T374	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools		
Leveled Reader: Day of the Coyotes (Advanced)	T376	 ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 		
Teacher's Edition Unit 5				
Lesson 21				
Whole Group				
Read the Anchor Text: <i>Tucket's</i> <i>Travels</i>	T18–T33	 ESS2.A Earth Materials and Systems Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) 		
Connect to the Topic: Technical Text: <i>Wild Weather</i>	T40–T45	 ESS2.A Earth Materials and Systems Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) 		

California Journeys – Grade 5	Page Citations	Disciplinary Core Ideas in the Next Generation Science Standards for California Public Schools
Teacher's Edition Un	nit 6	
Lesson 26		
Whole Group		
Read the Anchor Text: Animals On the Move	T14-T21	 LS2.A Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) ESS2.A Earth Materials and Systems Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) ESS1.B Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2) ESS3.C Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's re
Lesson 30 Whole Group		
Teacher Read Aloud: <i>Finding</i> <i>Their Way</i>	T198-T199	 ESS1.B Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

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