

Florida Department of Education
Sunshine State Standards in Science and
Reading/Language Arts Grades 1–5
Correlated to
Passwords: Science Vocabulary Books A–E
June 2008



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| Grade 1 Science Sunshine State Standards | Passwords Science Vocabulary Book A Lesson |
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| SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. SC.1.L.14.3 Differentiate between living and nonliving things. | 1: Living Things |
| SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. | 2: Plants |
| SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. | 4: Earth |
| SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. | 6: The Night Sky |
| SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. | 7: How Things Are Different |

| Grade 1 Reading / Language Arts Sunshine State Standards | Passwords Science Vocabulary Book A Feature |
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| LA.1.5.2.3 Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding. | Student book reading selections are available on audio CD. |
| LA.1.1.4.7 Decode base words and inflectional endings. LA.1.1.6.1 Use new vocabulary that is introduced and taught directly. | Throughout the Book. |
| LA.1.4.2.1 Write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables). | See Teacher Guide AFTER READING – Summarize in each Lesson. |
| LA.1.4.2.1 Write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables). | See the <i>Write!</i> activity at the end of each Lesson. |
| LA.1.2.2.3 Organize information found in nonfiction text through charting, listing, mapping, or summarizing. | Reproducible <i>Writing and Vocabulary Graphic Organizers</i> in the Teacher Guide help students sort and order information and plan written responses. |
| LA.1.1.6.10 Determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. | See the <i>Glossary</i> at the end of the Student Book. |

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| Grade 2 Science Sunshine State Standards | Passwords Science Vocabulary Book B Lesson |
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| SC.2.L.17 Compare and contrast the basic needs that all living things, including humans, have for survival. | 1: About Animals |
| SC.2.L.16 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. | 2: About Plants |
| SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. | 4: Where Plants and Animals Live |
| SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed. SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. | 5: Rocks and Soil |
| SC.2.E.7.4 Investigate that air is all around us and that moving air is wind. | 7: Weather |
| SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate). SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas. SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states. | 9: Matter |
| SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects. SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object. | 10: Forces and Motion |
| SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them. | 12: Magnets |

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| LA.2.5.2.1 Interpret information presented and seek clarification when needed. | Student book reading selections are available on audio CD. |
| LA.2.1.4.3 Decode phonetically regular one-syllable and multi-syllable words in isolation and in context. LA.2.1.6.1 Use new vocabulary that is introduced and taught directly. LA.2.1.6.3 Use context clues to determine meanings of unfamiliar words. LA.2.1.6.8 Determine the correct meaning of words with multiple meanings (e.g., mine) in context. | Throughout the Book. |
| LA.2.4.2.1 Write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables). | See Teacher Guide AFTER READING – Summarize in each Lesson. |
| LA.2.2.2.1 Recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations). | Reproducible <i>Writing and Vocabulary Graphic Organizers</i> in the Teacher Guide help students sort and order information and plan written responses. |
| LA.2.4.2.1 Write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables). | See the <i>Write!</i> activity at the end of each Lesson. |
| LA.2.1.6.9 Determine meanings of unfamiliar words by using a dictionary and digital tools. | See <i>My Science Words and Glossary</i> in each student book. |

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| Grade 3 Science Sunshine State Standards | Passwords Science Vocabulary Book C Lesson |
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| SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. | 1: Living Things |
| SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity. SC.3.L.15.2 Classify flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics. | 2: The Life Cycle of a Plant |
| SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth. | 10: Earth, the Moon, and the Sun |
| SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids. SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids. SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness. SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation. | 11: Matter |
| SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome. SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change. | 12: Forces and Motion |
| SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat. | 14: Energy |
| SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost. SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical. SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another. SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed. | 15: Heat, Light, and Sound |

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| Grade 3 Reading / Language Arts Sunshine State Standards | Passwords Science Vocabulary Book C Feature |
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| LA.3.5.2.1 Recall, interpret, and summarize information presented orally. | Student book reading selections are available on audio CD. |
| LA.3.1.4.3 Decode multi-syllabic words in isolation and in context. LA.3.1.6.1 Use new vocabulary that is introduced and taught directly. | Throughout the Book. |
| LA.3.4.1.1 Write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events. | See the <i>Write!</i> activity at the end of each Lesson. |
| LA.3.1.4.1 Use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words. LA.3.1.6.7 Use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. | See <i>Root Words and Prefixes and Suffixes</i> . |
| LA.3.2.2.3 Organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing. | Reproducible <i>Writing and Vocabulary Graphic Organizers</i> in the Teacher Guide help students sort and order information and plan written responses. |
| LA.3.2.2.3 Organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing. | See Teacher Guide AFTER READING – Summarize in each Lesson. |
| LA.3.1.6.10 Determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. | See <i>My Science Vocabulary and Glossary</i> in each student book. |

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| Grade 4 Science Sunshine State Standards | Passwords Science Vocabulary Book D Lesson |
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| SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. | 2: Ecosystems |
| SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them. SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers. | 3: Food Chains |
| SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning. | 5: Passing on Traits |
| SC.4.E.6.1 Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure). | 6: Rocks |
| SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion. | 7: Earth's Changing Surface |
| SC.4.P.8.2 Identify properties and common uses of water in each of its states. | 9: The Water Cycle |
| SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected. | 10: Earth and the Solar System |
| SC.4.P.8.1 Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets. SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking. | 11: Matter |
| SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion. SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change. SC.4.P.12.1 Recognize that an object in motion always changes its position and may change its direction. SC.4.P.12.2 Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds. | 12: Forces and Motion |
| SC.4.P.11.1 Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature. SC.4.P.11.2 Identify common materials that conduct heat well or poorly. | 13: Heat |
| SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates. | 14: Light and Sound |
| SC.4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets. | 15: Electricity and Magnetism |

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| LA.4.5.2.1 Listen to information presented orally and show an understanding of key points. | Student book reading selections are available on audio CD. |
| LA.4.1.4.3 Use language structure to read multi-syllabic words in text. LA.4.1.6.1 Use new vocabulary that is introduced and taught directly. LA.4.1.6.3 Use context clues to determine meanings of unfamiliar words. LA.4.1.6.9 Determine the correct meaning of words with multiple meanings in context. | Throughout the Book. |
| LA.4.4.2.1 Write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals). | See the <i>Write!</i> activity at the end of each Lesson. |
| LA.4.1.6.7 Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. | See <i>Root Words and Prefixes and Suffixes</i>. |
| LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). | Reproducible <i>Writing and Vocabulary Graphic Organizers</i> in the Teacher Guide help students sort and order information and plan written responses. |
| LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). | See Teacher Guide AFTER READING – Summarize in each Lesson. |
| LA.4.1.6.10 Determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools. | See <i>My Science Vocabulary and Glossary</i> in each student book. |

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| Grade 5 Science Sunshine State Standards | Passwords Science Vocabulary Book E Lesson |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p> <p>SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> | 4: Animal Survival |
| <p>SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p> <p>SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.</p> | 5: Body Systems |
| <p>SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.</p> <p>SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.</p> | 8: Earth's Water |
| <p>SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.</p> | 9: Weather and Climate |
| <p>SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.</p> <p>SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p>SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p> | 10: The Solar System |
| <p>SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> <p>SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.</p> | 11: Matter |
| <p>SC.5.P.8.3 Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.</p> <p>SC.5.P.8.4 Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.</p> <p>SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.</p> | 12: The Structure of Matter |
| <p>SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.</p> | 13: Forces and Motion |

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| <p>SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.</p> <p>SC.5.P.13.4 Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.</p> | 14: Forms of Energy |
| <p>SC.5.P.10.3 Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.</p> <p>SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).</p> | 15: Electricity and Magnetism |
| Grade 5 Reading / Language Arts Sunshine State Standards | Passwords Science Vocabulary Book E Feature |
| LA.5.5.2.1 Listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations. | Student book reading selections are available on audio CD. |
| <p>LA.5.1.4.3 Use language structure to read multi-syllabic words in text.</p> <p>LA.5.1.6.1 Use new vocabulary that is introduced and taught directly.</p> <p>LA.5.1.6.3 Use context clues to determine meanings of unfamiliar words.</p> | Throughout the Book. |
| LA.5.4.2.1 Write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions). | See the <i>Write!</i> activity at the end of each Lesson. |
| <p>LA.5.1.6.7 Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p>LA.5.1.6.11 Use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> | See <i>Root Words and Prefixes and Suffixes</i>. |
| LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). | See Teacher Guide AFTER READING – Summarize in each Lesson. |
| LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). | Reproducible <i>Writing and Vocabulary Graphic Organizers</i> in the Teacher Guide help students sort and order information and plan written responses. |
| LA.5.1.6.10 Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools. | See <i>My Science Vocabulary and Glossary</i> in each student book. |