

# Access Science Grade Kindergarten   (#7720015)

# Course Standards

[SC.K.E.5.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1552) Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7461) | Identify that objects can fall to the ground unless something stops them. |  |  |  |
| [SC.K.E.5.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7462) | Recognize that objects fall to the ground. |  |  |  |
| [SC.K.E.5.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7463) | Track a falling object. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.E.5.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1553) Recognize the repeating pattern of day and night.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7464) | Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night. |  |  |  |
| [SC.K.E.5.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7465) | Identify one common activity that occurs in the day and one that occurs in the night. |  |  |  |
| [SC.K.E.5.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7466) | Recognize one common activity that occurs during the day. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.E.5.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1554) Recognize that the Sun can only be seen in the daytime

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7467) | Identify the Sun in the daytime. |  |  |  |
| [SC.K.E.5.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7468) | Recognize the Sun in the daytime. |  |  |  |
| [SC.K.E.5.Pa.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7469) | Associate the Sun with daytime. |  |  |  |
| Resources:  | Science Lesson Plan: Sun 101 [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_sun_101.docx) |  |  |  |

[SC.K.E.5.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1555) Observe that sometimes the Moon can be seen at night and sometimes during the day.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.4:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7470) | Identify the Moon in the sky at night. |  |  |  |
| [SC.K.E.5.Su.4:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7471) | Recognize the Moon in the sky at night. |  |  |  |
| [SC.K.E.5.Pa.4:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7472) | Associate the Moon with night. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.E.5.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1556) Observe that things can be big and things can be small as seen from Earth.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7473) | Observe big and small things in the sky. |  |  |  |
| [SC.K.E.5.Su.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7474) | Recognize the size of items as either big or small. |  |  |  |
| [SC.K.E.5.Pa.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7475) | Recognize items that are big. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.E.5.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1557) Observe that some objects are far away and some are nearby as seen from Earth.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.E.5.In.6:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7476) | Identify an item that is far away and an item that is nearby. |  |  |  |
| [SC.K.E.5.Su.6:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7477) | Recognize familiar objects that are far away or nearby. |  |  |  |
| [SC.K.E.5.Pa.6:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7478) | Recognize items as nearby. |  |  |  |
| Resources:  | Science Lesson Plan: Sun 101 [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_sun_101.docx) |  |  |  |

[SC.K.L.14.1:](file:///C%3A%5CPublic%5CPreviewStandard%5CPreview%5C1563) Recognize the five senses and related body parts.

## ****Remarks/Examples:****

Integrate HE.K.C.1.5. Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.L.14.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7494) | Recognize the senses of sight, hearing, and smell and related body parts. |  |  |  |
| [SC.K.L.14.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7495) | Recognize the senses of sight and hearing and related body parts. |  |  |  |
| [SC.K.L.14.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7496) | Recognize and respond to one type of sensory stimuli. |  |  |  |
| Resources:  | Science Lesson Plan: I Spy with My Little Eye [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2__i_spy_with_my_little_eye.docx)Science Lesson Plan: Do You Hear What I Hear [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_do_you_hear_what_i_hear.docx)Science Lesson Plan: Soft & Smooth [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_soft_and_smooth_rough_and_bumpy.docx)Science Lesson Plan: Taste Test [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_taste_test.docx)Science Lesson Plan: What’s That Smell [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_whats_that_smell.docx) |  |  |  |

[SC.K.L.14.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1564) Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.L.14.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7497) | Identify a behavior of an animal or plant in a book or other media that is not real. |  |  |  |
| [SC.K.L.14.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7498) | Distinguish a real animal and an animal that is not a living thing, such as a toy animal. |  |  |  |
| [SC.K.L.14.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7499) | Distinguish between a plant and animal. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx)Science Lesson Plan: Harry the Dirty Dog [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_harry_the_dirty_dog.docx) |  |  |  |

[SC.K.L.14.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1565) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**Remarks/Examples:**

Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.L.14.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7500) | Identify differences in characteristics of plants and animals. |  |  |  |
| [SC.K.L.14.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7501) | Match identical animals and plants. |  |  |  |
| [SC.K.L.14.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7499) | Distinguish between a plant and animal. |  |  |  |
| Resources:  | Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx) |  |  |  |

[SC.K.N.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1547) Collaborate with a partner to collect information.

**Remarks/Examples:**
Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.N.1.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7453) | Identify a partner to obtain information. |  |  |  |
| [SC.K.N.1.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7454) | Collect a designated item with a partner |  |  |  |
| [SC.K.N.1.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7455) | Share objects with a partner. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.N.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1548) Make observations of the natural world and know that they are descriptors collected using the five senses.

**Remarks/Examples:**

Florida Standards Connections: LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.N.1.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7456) | Identify information about objects and actions in the natural world through observation. |  |  |  |
| [SC.K.N.1.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7457) | Identify information about objects in the natural world through observation. |  |  |  |
| [SC.K.N.1.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7458) | Recognize common objects in the natural world through observation. |  |  |  |
| Resources:  | Science Lesson Plan: Magnets and Motion [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_magnets_and_motion.docx)Science Lesson Plan: Plantzilla [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_plantzilla.docx)Science Lesson Plan: Sun 101 [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_sun_101.docx)Science Lesson Plan: Harry the Dirty Dog [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_harry_the_dirty_dog.docx) |  |  |  |

[SC.K.N.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1549) Keep records as appropriate -- such as pictorial records -- of investigations conducted.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.N.1.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7459) | Recognize the functions of the major parts of plants and animals. |  |  |  |
| [SC.K.N.1.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7460) | Observe, explore, and match pictures to real objects. |  |  |  |
| [SC.K.N.1.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7458) | Recognize common objects in the natural world through observation. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.N.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1550) Observe and create a visual representation of an object which includes its major features.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.N.1.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7459) | Observe, explore, and create a visual representation of real objects. |  |  |  |
| [SC.K.N.1.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7460) | Observe, explore, and match pictures to real objects. |  |  |  |
| [SC.K.N.1.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7458) | Recognize common objects in the natural world through observation. |  |  |  |
| Resources:  | Science Lesson Plan: Rock Sorting [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_rock_sorting.docx)Science Lesson Plan: Do You Hear What I Hear [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_do_you_hear_what_i_hear.docx)Science Lesson Plan: Soft & Smooth [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_soft_and_smooth_rough_and_bumpy.docx)Science Lesson Plan: What’s That Smell [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_whats_that_smell.docx) |  |  |  |

[SC.K.N.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1551) Recognize that learning can come from careful observation.

**Remarks/Examples:**
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend precision.Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.N.1.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7456) | Identify information about objects and actions in the natural world through observation. |  |  |  |
| [SC.K.N.1.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7457) | Identify information about objects in the natural world through observation. |  |  |  |
| [SC.K.N.1.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7460) | Observe, explore, and match pictures to real objects. |  |  |  |
| [SC.K.N.1.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7458) | Recognize common objects in the natural world through observation. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx)Science Lesson Plan: I Spy with My Little Eye [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2__i_spy_with_my_little_eye.docx)Science Lesson Plan: Do You Hear What I Hear [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_do_you_hear_what_i_hear.docx)Science Lesson Plan: Soft & Smooth [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_soft_and_smooth_rough_and_bumpy.docx)Science Lesson Plan: What’s That Smell [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_whats_that_smell.docx) |  |  |  |

[SC.K.P.8.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1558) Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

**Remarks/Examples:**
The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Florida Standards Connections: MAFS.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.P.8.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7479) | Sort objects by observable properties, such as size, shape, or color. |  |  |  |
| [SC.K.P.8.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7480) | Match objects by an observable property, such as size or color. |  |  |  |
| [SC.K.P.8.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7481) | Recognize two common objects that are identical to each other. |  |  |  |
| Resources:  | Science Lesson Plan: Magnets and Motion [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_magnets_and_motion.docx)Science Lesson Plan: Rock Sorting [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_rock_sorting.docx) |  |  |  |

[SC.K.P.9.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1559) Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.P.9.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7482) | Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled. |  |  |  |
| [SC.K.P.9.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7483) | Recognize that the shape of objects, such as paper, changes when cut or torn.  |  |  |  |
| [SC.K.P.9.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7484) | Recognize a change in an object. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.P.10.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1560) Observe that things that make sound vibrate.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.P.10.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7485) | Identify objects that create specific sounds. |  |  |  |
| [SC.K.P.10.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7486) | Match sounds to specific objects. |  |  |  |
| [SC.K.P.10.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7487) | Recognize and respond to common sounds. |  |  |  |
| Resources:  |  |  |  |  |

[SC.K.P.12.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1561) Investigate that things move in different ways, such as fast, slow, etc.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.P.12.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7488) | Identify ways that things move, such as fast or slow. |  |  |  |
| [SC.K.P.12.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7489) | Recognize that things move. |  |  |  |
| [SC.K.P.12.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7490) | Track objects in motion. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx) |  |  |  |

[SC.K.P.13.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1562) Observe that a push or a pull can change the way an object is moving.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.K.P.13.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7491) | Demonstrate pushing or pulling of an object to make it move. |  |  |  |
| [SC.K.P.13.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7492) | Recognize that pushing or pulling an object makes it move. |  |  |  |
| [SC.K.P.13.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7493) | Track the movement of objects that are pushed or pulled. |  |  |  |
| Resources:  | Science Lesson Plan: I Like to Move It, Move It [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_k-2_i_like_to_move_it_move_it.docx)Science Lesson Plan: Tug of War [Click here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/k-2_tug_of_war.docx) |  |  |  |

[HE.K.C.1.5:](file:///C%3A%5CPublic%5CPreviewStandard%5CPreview%5C7015) Recognize there are body parts inside and outside of the body.

**Remarks/Examples:**
Brain, muscles, and skin.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.K.C.1.In.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/12958) | Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach. |  |  |  |
| [HE.K.C.1.Su.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/12959) | Recognize selected body parts outside of the body, such as nose, hands, and eyes. |  |  |  |
| [HE.K.C.1.Pa.5:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/12961) | Recognize a body part outside of the body, such as a hand. |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15880) Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org//PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines.

[ELA.K12.EE.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.SC.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8643)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8640)

English language learners communicate for social and instructional purposes within the school setting.