

Kindergarten

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|------------------------------------|---------------|-----------------|----------------|-------------------------------|
| <i>Building Sandcastles</i> | 480 | J | 14 | 12 |
| <i>Finding the Right Container</i> | 290 | B | 4 | 4 |
| <i>Folding Paper</i> | 150 | A | A | n/a |
| <i>Garden Life</i> | 230 | B | 2 | 2 |
| <i>Playing with the Wind</i> | 320 | B | 2 | 2 |
| <i>Pulling Taffy</i> | 380 | F | 10 | 10 |
| <i>Seeing More Stars</i> | 450 | K | 16 | 16 |
| <i>Staying Afloat</i> | 250 | B | 2 | 2 |
| <i>Taking Food to Go</i> | 300 | D | 6 | 6 |
| <i>What Toys Can Do</i> | 210 | B | 2 | 2 |

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



Specific notes to ensure each reader and lesson meet the Science GSEs are provided in the Digital Resources. Please reference the *Kindergarten GSE Lesson Notes* (kindergarten_GSE_Notes.pdf) for information about how this curriculum product meets the needs of Georgia students!

Kindergarten (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|---|--|
| Earth and Space Science | SKE1. Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. | <i>Seeing More Stars</i> |
| | SKE2. Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air). | <i>Building Sandcastles</i> |
| Physical Science | SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes. | <i>Building Sandcastles</i> <i>Finding the Right Container</i> <i>What Toys Can Do</i> <i>Folding Paper; Staying Afloat</i> <i>Taking Food to Go</i> |
| | SKP2. Obtain, evaluate, and communicate information to compare and describe different types of motion. | <i>Pulling Taffy</i> <i>Playing with the Wind</i> |
| Life Science | SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped. | <i>Garden Life</i> |
| | SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. | <i>n/a</i> |

First Grade

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|------------------------------------|---------------|-----------------|----------------|-------------------------------|
| <i>Art of Shadow Puppets, The</i> | 420 | L | 16 | 14 |
| <i>Building a Beaver Lodge</i> | 320 | C | 3 | 3 |
| <i>Building Lighthouses</i> | 470 | K | 16 | 16 |
| <i>Cooling Off</i> | 440 | I | 12 | 12 |
| <i>Creating a Habitat</i> | 560 | O | 28 | 24 |
| <i>Helping Injured Animals</i> | 500 | L | 18 | 18 |
| <i>Learning About Sharks</i> | 310 | D | 6 | 6 |
| <i>Making Music</i> | 450 | K | 16 | 16 |
| <i>Solving Problems at the Zoo</i> | 480 | K | 16 | 16 |
| <i>Staying Dry</i> | 550 | O | 20 | 28 |
| <i>Staying Warm</i> | 480 | I | 12 | 12 |
| <i>Studying Snowflakes</i> | 500 | L | 18 | 18 |

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First Grade (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|---|--|
| Earth and Space Science | S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns. | <i>Staying Dry</i> <i>Staying Warm</i> <i>Cooling Off</i> |
| Physical Science | S1P1. Obtain, evaluate, and communicate information to investigate light and sound. | <i>Building Lighthouses</i> <i>The Art of Shadow Puppets</i> <i>Making Music</i> |
| | S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects. | <i>n/a</i> |
| Life Science | S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals. | <i>Creating a Habitat</i> <i>Solving Problems at the Zoo</i> <i>Staying Warm</i> <i>Helping Injured Animals</i> <i>Building a Beaver Lodge</i> <i>Learning About Sharks</i> <i>Studying Snowflakes</i> |



Second Grade

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|------------------------------------|---------------|-----------------|----------------|-------------------------------|
| <i>Cooking Innovations</i> | 560 | Q | 28 | 28 |
| <i>Dealing with Wildfires</i> | 570 | P | 20 | 20 |
| <i>From Grass to Bridge</i> | 650 | V | 38 | 27 |
| <i>Hatching a Chick</i> | 710 | O | 20 | 18 |
| <i>Living in Sunlight Extremes</i> | 560 | P | 28 | 24 |
| <i>Making Water Safe</i> | 420 | K | 16 | 16 |
| <i>Mimicking Nature</i> | 610 | Q | 28 | 28 |
| <i>Raising Silkworms</i> | 530 | M | 20 | 18 |
| <i>Safe Cycling</i> | 580 | O | 24 | 20 |
| <i>Protecting a Sinking City</i> | 590 | Q | 28 | 28 |

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Second Grade (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|--|--|
| Earth and Space Science | S2E1. Obtain, evaluate, and communicate information about stars having different sizes and brightness. | <i>n/a</i> |
| | S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth. | <i>Living in Sunlight Extremes</i> |
| | S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment. | <i>Protecting a Sinking City</i> <i>Dealing with Wildfires</i> <i>Making Water Safe</i> <i>From Grass to Bridge</i> |
| Physical Science | S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. | <i>Safe Cycling</i> <i>Cooking Innovations</i> |
| | S2P2. Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction). | <i>Safe Cycling</i> |
| Life Science | S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. | <i>Mimicking Nature</i> <i>Hatching a Chick</i> <i>Raising Silkworms</i> |



Third Grade

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|-------------------------------------|---------------|-----------------|----------------|-------------------------------|
| <i>Amphibian Rescue</i> | 660 | Q | 34 | 25 |
| <i>Being Like Butterflies</i> | 490 | J | 14 | 13 |
| <i>Blue Crab Comeback</i> | 680 | S | 38 | 27 |
| <i>Bones on Display</i> | 560 | P | 28 | 24 |
| <i>Color Changing Cephalopods</i> | 770 | W | 50 | 28 |
| <i>Designing Butterfly Exhibits</i> | 680 | S | 40 | 27 |
| <i>Organic Farming</i> | 710 | S | 40 | 27 |
| <i>Piecing Art Together</i> | 580 | N | 20 | 17 |
| <i>Powered by the Sun</i> | 490 | L | 18 | 18 |
| <i>Restoring Muddy Creek</i> | 700 | S | 38 | 27 |
| <i>Science of Gems, The</i> | 640 | P | 24 | 19 |
| <i>Taking Photos from Space</i> | 680 | V | 38 | 27 |

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Third Grade (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|--|---|
| Earth and Space Science | S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils. | <i>Organic Farming</i> <i>The Science of Gems</i> <i>Powered by the Sun</i> |
| | S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. | <i>Restoring Muddy Creek</i> <i>Bones on Display</i> |
| Physical Science | S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. | <i>Taking Photos from Space</i> <i>Organic Farming</i> |
| Life Science | S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. | <i>Amphibian Rescue</i> <i>Designing Butterfly Exhibits</i> <i>Restoring Muddy Creek</i> <i>Color Changing Cephalopods</i> <i>Blue Crab Comeback</i> <i>Organic Farming</i> <i>Being Like Butterflies</i> |
| | S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. | <i>Amphibian Rescue</i> <i>Restoring Muddy Creek</i> <i>Blue Crab Comeback</i> <i>Piecing Art Together</i> |



Fourth Grade

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|-------------------------------------|---------------|-----------------|----------------|-------------------------------|
| <i>Conserving an Aircraft</i> | 730 | V | 40 | 27 |
| <i>Creative Machines</i> | 560 | P | 28 | 24 |
| <i>Culture of Calendars, The</i> | 730 | T | 40 | 27 |
| <i>Designing a Shuttle</i> | 710 | V | 40 | 27 |
| <i>Life in a Cube</i> | 780 | V | 50 | 28 |
| <i>Making Movies in Technicolor</i> | 710 | T | 40 | 27 |
| <i>Mapping the Milky Way</i> | 680 | U | 38 | 27 |
| <i>Plant Invaders</i> | 780 | U | 50 | 28 |
| <i>Raising Clouded Leopards</i> | 690 | R | 34 | 25 |
| <i>Saving a Species</i> | 840 | S | 50 | 28 |
| <i>Tracking a Storm</i> | 730 | T | 40 | 27 |
| <i>Wright Brothers, The</i> | 680 | V | 30 | 23–24 |

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Fourth Grade (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|--|---|
| Earth and Space Science | S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets. | <i>Designing a Shuttle</i> <i>Mapping the Milky Way</i> |
| | S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth. | <i>The Culture of Calendars</i> |
| | S4E3. Obtain, evaluate, and communicate information to demonstrate the water cycle. | <i>n/a</i> |
| | S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data. | <i>Tracking a Storm</i> |
| Physical Science | S4P1. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects. | <i>Making Movies in Technicolor</i> |
| | S4P2. Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate. | <i>n/a</i> |
| | S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces. | <i>Designing a Shuttle</i> <i>The Wright Brothers</i> <i>Conserving an Aircraft</i> <i>Creative Machines</i> |
| Life Science | S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. | <i>Plant Invaders</i> <i>Raising Clouded Leopards</i> <i>Saving a Species</i> <i>Life in a Cube</i> |

Fifth Grade

About the Books

| Title of the Book | Lexile® Level | *Guided Reading | DRA Equivalent | Early Intervention Equivalent |
|---|---------------|-----------------|----------------|-------------------------------|
| <i>Botanical Illustrations</i> | 660 | U | 38 | 27 |
| <i>Electric Vehicles</i> | 770 | V | 40 | 27 |
| <i>Exploring Volcanic Activity</i> | 650 | U | 40 | 27 |
| <i>Helping People See</i> | 600 | T | 34 | 25 |
| <i>Inka Terraces</i> | 860 | V | 50 | 28 |
| <i>Making a Mummy</i> | 650 | W | 30 | 23–24 |
| <i>Making Music with Magnets</i> | 790 | W | 50 | 28 |
| <i>Powered by Steam</i> | 710 | V | 40 | 27 |
| <i>Predicting Earthquakes</i> | 690 | U | 38 | 27 |
| <i>Thomas Edison: Lighting a Revolution</i> | 720 | V | 50 | 28 |

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Fifth Grade (cont.)

Correlations to Standards

| | Science Georgia Standards of Excellence | STEAM/STEM Reader(s) |
|-------------------------|--|---|
| Earth and Space Science | S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes. | <i>Exploring Volcanic Activity</i> <i>Predicting Earthquakes</i> <i>Inka Terraces</i> |
| Physical Science | S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. | <i>Powered by Steam</i> |
| | S5P2. Obtain, evaluate, and communicate information to investigate electricity. | <i>Powered by Steam</i> <i>Electric Vehicles</i> <i>Thomas Edison</i> |
| | S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity. | <i>Making Music with Magnets</i> |
| Life Science | S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures. | <i>Botanical Illustrations</i> |
| | S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired. | <i>n/a</i> |
| | S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells. | <i>Helping People See</i> |
| | S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms. | <i>Making a Mummy</i> |