

**Houghton Mifflin Harcourt**  
**Science and Engineering Leveled Readers ©2014**  
**Grade 3**

correlated to the

**Common Core State Standards for English Language Arts**  
**Grade 3**

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 1 TG, pp. 2–3, 10 Unit 2 TG, pp. 14–15, 22 Unit 3 TG, pp. 26–27, 34 Unit 4 TG, pp. 38–39, 46 Unit 5 TG, pp. 50–51, 58 Unit 6 TG, pp. 62–63, 70 Unit 7 TG, pp. 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 TG, pp. 98–99, 106 Unit 10 TG, pp. 110–111, 118 Unit 11 TG, pp. 122–123, 130
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Unit 1 TG, pp. 2–4, 10 Unit 2 TG, pp. 14–16, 22 Unit 3 TG, pp. 26–28, 34 Unit 4 TG, pp. 38–40, 46 Unit 5 TG, pp. 50–52, 58 Unit 6 TG, pp. 62–64, 70

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		Unit 7 TG, pp. 74–76, 82 Unit 8 TG, pp. 86–88, 94 Unit 9 TG, pp. 98–100, 106 Unit 10 TG, pp. 110–112, 118 Unit 11 TG, pp. 122–124, 130
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Unit 1 TG, p. 10 Unit 2 OL/ES <i>How Does the Design Process Help Us?</i> Unit 6 OL/ES <i>How Does Earth’s Surface Change?</i> ; TG, pp. 64, 70 Unit 10 TG, p. 112
<b>Craft and Structure</b>		
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Unit 1 TG, pp. 1, 9 Unit 2 TG, pp. 13, 21 Unit 3 TG, pp. 25, 33 Unit 4 TG, pp. 37, 45 Unit 5 TG, pp. 49, 57 Unit 6 OL/ES <i>How Does Earth’s Surface Change?</i> ; TG, pp. 61, 69 Unit 7 TG, pp. 73, 81 Unit 8 TG, pp. 85, 93 Unit 9 TG, pp. 97, 105 Unit 10 TG, pp. 109, 117 Unit 11 TG, pp. 121, 129

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<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Unit 1 TG, pp. 1, 9 Unit 2 TG, pp. 13, 21 Unit 3 TG, pp. 25, 33 Unit 4 TG, pp. 37, 45 Unit 5 TG, pp. 49, 57 Unit 6 TG, pp. 61, 65, 69 Unit 7 TG, pp. 73, 81 Unit 8 TG, pp. 85, 93 Unit 9 TG, pp. 97, 105 Unit 10 TG, pp. 109, 117 Unit 11 TG, pp. 121, 129
<b>Integration of Knowledge and Ideas</b>		
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Unit 1 TG, pp. 2–3 Unit 2 TG, p. 15 Unit 4 TG, pp. 38–39 Unit 5 TG, pp. 50–51 Unit 6 TG, pp. 62–63 Unit 8 TG, p. 86 Unit 9 TG, p. 99 Unit 10 TG, pp. 110–111, 112 Unit 11 TG, p. 121, 122
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	Unit 2 TG, p. 15

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<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>W.3.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> </ol>	<p>Unit 1 OL/ES <i>How Does a Scientist Investigate?</i>, EN <i>Zoom into Science</i>; TG, pp. 4, 10</p> <p>Unit 2 ES <i>Designing Amusement Park Rides</i></p> <p>Unit 3 OL/ES <i>How Can You Describe Matter?</i>, EN <i>Engineering Materials</i></p> <p>Unit 4 OL/ES <i>What Are Some Forms of Energy?</i>, EN <i>Which Instrument Will She Play?</i>; TG, p. 40</p> <p>Unit 5 OL/ES <i>How Do We Use Machines?</i></p> <p>Unit 6 EN <i>Hawaii’s Volcanoes</i>; TG, pp. 64, 70</p> <p>Unit 7 OL/ES <i>What Are Natural Resources</i></p> <p>Unit 8 OL/ES <i>How Can We Describe Weather?</i>, EN <i>Double Danger: Thunderstorms and Tornadoes</i></p> <p>Unit 10 OL/ES <i>How Are Living Things Connected to Their Ecosystem?</i></p>
<b>W.3.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases</li> </ol>	<p>Unit 6 TG, p. 58</p>

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	to signal event order. d. Provide a sense of closure.	
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	Unit 2 EN <i>Designing Amusement Park Rides</i> Unit 3 EN <i>Engineering Materials</i> Unit 4 ES <i>What Are Some Forms of Energy?</i> Unit 5 OL/ES <i>How Do We Use Machines?</i> Unit 6 EN <i>Hawaii’s Volcanoes</i>
<b>Production and Distribution of Writing</b>		
<b>Research to Build and Present Knowledge</b>		
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.	Unit 1 EN <i>Zoom into Science</i> Unit 6 TG, p. 64 Unit 9 EN <i>A Trip to the Planetarium</i> Unit 10 TG, pp. 112, 118 Unit 11 TG, p. 124
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Unit 11 OL/ES <i>How Do Living Things Change and Grow?</i>
<b>Range of Writing</b>		
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 2 OL/ES <i>How Does the Design Process Help Us?</i>

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<b>Speaking &amp; Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<b>SL.3.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>Unit 1 TG, pp. 2–3, 4, 10            Unit 2 TG, pp. 14–15, 16, 22            Unit 3 OL/ES <i>How Can You Describe Matter?</i>; TG, pp. 26–27, 28, 34            Unit 4 TG, pp. 38–39, 40, 46            Unit 5 ES <i>How Do We Use Machines?</i>; TG, pp. 50–51, 52, 58            Unit 6 TG, pp. 62–63, 70            Unit 7 OL/ES <i>What Are Natural Resources?</i>; TG, pp. 74–75, 76, 82            Unit 8 TG, pp. 86–87, 94            Unit 9 OL/ES <i>What Objects Are in Space?</i>, EN <i>A Trip to the Planetarium</i>            Unit 10 TG, pp. 110–111, 118            Unit 11 TG, pp. 122–123, 124, 130</p>

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<b>SL.3.2</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 9 TG, p. 100
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Unit 2 OL/ES <i>How Does the Design Process Help Us?</i> Unit 5 EN <i>Building With Machines</i> Unit 9 OL/ES <i>What Objects Are in Space?</i>