



Correlation to the
Florida Course Description for
Science – Grade Three
Course Code 5020040

HMH Florida Science Grade 3
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2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:

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SUBMISSION TITLE:

HMH Florida Science Grade 3 ©2019

GRADE LEVEL:

3

COURSE TITLE:

Science – Grade Three

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.	SE: Unit 3, Lesson 1, pp. 97–108; Unit 3, Lesson 2, pp. 109–112; Unit 3, People in Science, pp. 117–118; Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 1, pp. 97A–108A; Unit 3, Lesson 2, pp. 109A–112A; Unit 3, People in Science, pp. 117–118; Unit 3, Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Are the Sun and Stars?; Unit 3, Lesson 2, How Many Stars Do You See?; Unit 3, People in Science: Ellen Ochoa, Subramanyan Chandrasekhar Teacher Digital Management Center: Unit 3, Lesson 1, What Are the Sun and Stars?; Unit 3, Lesson 2, How Many Stars Do You See?; Unit 3, People in Science: Ellen Ochoa, Subramanyan Chandrasekhar
SC.3.E.5.2	Identify the Sun as a star that emits energy; some of it in the form of light.	SE: Unit 3, Lesson 1, pp. 97–108, Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 1, pp. 97A–108A, Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Are the Sun and Stars? Teacher Digital Management Center: Unit 3, Lesson 1, What Are the Sun and Stars?

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SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.	SE: Unit 3, Lesson 1, pp. 97–108; Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 1, pp. 97A–108A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Are the Sun and Stars? Teacher Digital Management Center: Unit 3, Lesson 1, What Are the Sun and Stars?
SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	SE: Unit 3, Lesson 4, pp. 119–126; Unit 3 Review, pp. 131–134 TE: Unit 3, Lesson 4, pp. 119A–126A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 4, What Is Gravity? Teacher Digital Management Center: Unit 3, Lesson 4, What Is Gravity?
SC.3.E.5.5	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	SE: Unit 3, Lesson 1, pp. 97–108; Unit 3, Lesson 2, pp. 109–112; Unit 3 Review, pp. 131–134 TE: Unit 3 Lesson 1, pp. 97A–108A; Unit 3, Lesson 2, pp. 109A–112A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Are the Sun and Stars?; Unit 3, Lesson 2, How Many Stars Do You See? Teacher Digital Management Center: Unit 3, Lesson 1, What Are the Sun and Stars?; Unit 3, Lesson 2, How Many Stars Do You See?;
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.	SE: Unit 3, Lesson 3, pp. 113–115; Unit 3, Review, pp. 131–134 TE: Unit 3, Lesson 3, pp. 113A–115A; Unit 3 Review, pp. 131–134 Student Interactive Digital Curriculum: Unit 3, Lesson 3, How Does the Sun Heat Earth? Teacher Digital Management Center: Unit 3, Lesson 3, How Does the Sun Heat Earth?

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SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	SE: Unit 7, Lesson 1, pp. 249–262; Unit 7 Review, pp. 283–286 TE: Unit 7, Lesson 1, pp. 249A–262A; Unit 7 Review, pp. 283–286 Student Interactive Digital Curriculum: Unit 7, Lesson 1, What Are Some Plant Structures? Teacher Digital Management Center: Unit 7, Lesson 1, What Are Some Plant Structures?
SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's evidence and explanations.	SE: Unit 1, Lesson 5, pp. 37–48; Unit 1 Review, pp. 51–54; Unit 3, Lesson 3, pp. 113–118; Unit 3 Review, 131–134; Unit 7, Lesson 2, pp. 263–266 TE: Unit 1, Lesson 5, pp. 37A–48A; Unit 1 Review, pp. 51–54; Unit 3, Lesson 3, pp. 113A–118; Unit 3 Review, 131–134; Unit 7, Lesson 2, pp. 263A–266A Student Interactive Digital Curriculum: Unit 1, Lesson 5, How Do Scientists Record Data?; Unit 3, Lesson 3, How Does the Sun Heat Earth?; Unit 7, Lesson 2, How Do Plants Respond to Light? Teacher Digital Management Center: Unit 1, Lesson 5, How Do Scientists Record Data?; Unit 3, Lesson 3, How Does the Sun Heat Earth?; Unit 7, Lesson 2, How Do Plants Respond to Light?
SC.3.N.1.6	Infer based on observation.	SE: Unit 1, Lesson 1, pp. 3–14; Unit 1, Lesson 2, pp. 15–18; Unit 1 Review, pp. 51–54; Unit 2, Lesson 3, pp. 73–84; Unit 2 Review, pp.91–94; Unit 4, Lesson 3, pp. 155–158; Unit 4 Review, pp. 181–184; Unit 7, Lesson 2, pp. 263–266; Unit 7, Lesson 3, pp. 267–278; Unit 7 Review, pp. 283–286; Unit 9, Lesson 2, pp. 345–348; Unit 9 Review, pp. 365–368 TE: Unit 1, Lesson 1, pp. 3A–14A; Unit 1, Lesson 2, pp. 15A–18A; Unit 1 Review, pp. 51–54; Unit 2, Lesson 3, pp. 73A–84A; Unit 2 Review, pp.91–94; Unit 4, Lesson 3, pp. 155A–158A; Unit 4 Review, pp. 181–184; Unit 7, Lesson 2, pp. 263A–266A; Unit 7, Lesson 3, pp. 267A–278A; Unit 7 Review, pp. 283–286; Unit 9, Lesson 2, pp. 345A–348A; Unit 9 Review, pp. 365–368 Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 2, Lesson 3, How Does the Sun Heat Earth?; Unit 4, Lesson 3, How Is Temperature Measured?; Unit 7, Lesson 2, How Do Plants Respond to Light?; Unit 7, Lesson 3, How Do Plants Respond to Their Environment?; Unit 9, Lesson 2, What Do Plants Need? Teacher Digital Management Center: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 2, Lesson 3, How Does the Sun Heat Earth?; Unit 4, Lesson 3, How Is Temperature Measured?; Unit 7, Lesson 2, How Do Plants Respond to Light?; Unit 7, Lesson 3, How Do Plants Respond to Their Environment?; Unit 9, Lesson 2, What Do Plants Need?

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SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	SE: Unit 1, Lesson 4, 31–36; Unit 1, Lesson 5, pp. 37–44; Unit 1, Lesson 6, pp. 45–48; Unit 1, Careers in Science, pp. 49–50; Unit 1 Review, pp. 51–54; Unit 2, Lesson 1, pp. 57–68; Unit 2, Lesson 2, pp. 69–72; Unit 2 Review, pp. 91–94; Unit 3, STEM, pp. 127–130; Unit 3 Review, pp. 131–135; Unit 5, Lesson 3, pp. 215–218; Unit 5 Review, pp. 219–222; Unit 6, Lesson 2, pp. 237–240; Unit 6 Review, pp. 243–246; Unit 8, Lesson 4, pp. 323–326; Unit 8 Review, pp. 327–330 TE: Unit 1, Lesson 4, 31A–36A; Unit 1, Lesson 5, pp. 37A–44A; Unit 1, Lesson 6, pp. 45A–48A; Unit 1, Careers in Science, pp. 49–50; Unit 1 Review, pp. 51–54; Unit 2, Lesson 1, pp. 57A–68A; Unit 2, Lesson 2, pp. 69A–72A; Unit 2 Review, pp. 91–94; Unit 3, STEM, pp. 127–130; Unit 3 Review, pp. 131–135; Unit 5, Lesson 3, pp. 215A–218A; Unit 5 Review, pp. 219–222; Unit 6, Lesson 2, pp. 237A–240A; Unit 6 Review, pp. 243–246; Unit 8, Lesson 4, pp. 323A–326A; Unit 8 Review, pp. 327–330 Student Interactive Digital Curriculum: Unit 1, Lesson 4, How Can You Measure Length?; Unit 1, Lesson 5, How Do Scientists Record Data?; Unit 1, Lesson 6, How Do Your Results Compare?; Unit 1, Careers in Science: Meteorologist; Unit 2, Lesson 1, How Do Engineers Use the Design Process?; Unit 2, Lesson 2, How Can You Design a Tree House?; Unit 3, STEM: How It Works: Keck Observatory/Owner's Manual: Using a Telescope; Unit 5, Lesson 3, What Surfaces Reflect Light Best?; Unit 6, Lesson 2, Where Can Heat Come From?; Unit 8, Lesson 4, How Do You Classify Things? Teacher Digital Management Center: Unit 1, Lesson 4, How Can You Measure Length?; Unit 1, Lesson 5, How Do Scientists Record Data?; Unit 1, Lesson 6, How Do Your Results Compare?; Unit 1, Careers in Science: Meteorologist; Unit 2, Lesson 1, How Do Engineers Use the Design Process?; Unit 2, Lesson 2, How Can You Design a Tree House?; Unit 3, STEM: How It Works: Keck Observatory/Owner's Manual: Using a Telescope; Unit 5, Lesson 3, What Surfaces Reflect Light Best?; Unit 6, Lesson 2, Where Can Heat Come From?; Unit 8, Lesson 4, How Do You Classify Things?
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.	SE: Unit 1, Lesson 1, p. 14; Unit 1 Review, pp. 51–54; Unit 5, Lesson 1, pp. 187–196; Unit 5 Review, pp. 219–222; Unit 6, Lesson 1, pp. 225–236; Unit 6 Review, pp. 243–246 TE: Unit 1, Lesson 1, p. 14A; Unit 1 Review, pp. 51–54; Unit 5, Lesson 1, pp. 187A–196A; Unit 5 Review, pp. 219–222; Unit 6, Lesson 1, pp. 225A–236A; Unit 6 Review, pp. 243–246 Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 5, Lesson 1, What Are Some Forms of Energy?; Unit 6, Lesson 1, What Are Some Heat Sources? Teacher Digital Management Center: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 5, Lesson 1, What Are Some Forms of Energy?; Unit 6, Lesson 1, What Are Some Heat Sources?

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SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.	SE: Unit 1, Lesson 1, pp. 3–14; Unit 1, Lesson 2, pp. 15–18; Unit 1 Review, pp. 51–54; Unit 2, Lesson 4, pp. 85–88; Unit 2 Review, pp. 91–94; Unit 3, Lesson 2, pp. 109–112; Unit 3 Review, pp. 131–134; Unit 7, Lesson 1, pp. 249–260; Unit 7 Review, pp. 283–286; Unit 8, Lesson 2, pp. 301–310; Unit 8, Lesson 3, pp. 311–320; Unit 8 Review, pp. 327–330; Unit 9, Review, pp. 361–364 TE: Unit 1, Lesson 1, pp. 3A–14A; Unit 1, Lesson 2, pp. 15A–18A; Unit 1 Review, pp. 51–54; Unit 2, Lesson 4, pp. 85A–88A; Unit 2 Review, pp. 91–94; Unit 3, Lesson 2, pp. 109A–112A; Unit 3 Review, pp. 131–134; Unit 7, Lesson 1, pp. 249A–260A; Unit 7 Review, pp. 283–286; Unit 8, Lesson 2, pp. 301A–310A; Unit 8, Lesson 3, pp. 311A–320A; Unit 8 Review, pp. 327–330; Unit 9, Review, pp. 361–364 Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 2, Lesson 4, How Can We Improve a Design?; Unit 3, Lesson 2, How Many Stars Do You See?; Unit 7, Lesson 1, What Are Some Plant Structures?; Unit 8 Lesson 2, How Can We Classify Vertebrates?; Unit 8, Lesson 3, How Do We Classify Invertebrates? Teacher Digital Management Center: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 2, Lesson 4, How Can We Improve a Design?; Unit 3, Lesson 2, How Many Stars Do You See?; Unit 7, Lesson 1, What Are Some Plant Structures?; Unit 8 Lesson 2, How Can We Classify Vertebrates?; Unit 8, Lesson 3, How Do We Classify Invertebrates?
SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.	SE: Unit 1, Lesson 1, pp. 3–14; Unit 1, Lesson 2, pp. 15–18; Unit 1 Review, pp. 51–54; Unit 3, Lesson 2, pp. 109–112; Unit 3 Review, pp. 131–134; Unit 7, Lesson 1, pp. 249–260; Unit 7 Review, pp. 279–286 TE: Unit 1, Lesson 1, pp. 3A–14A; Unit 1, Lesson 2, pp. 15A–18A; Unit 1 Review, pp. 51–54; Unit 3, Lesson 2, pp. 109A–112A; Unit 3 Review, pp. 131–134; Unit 7, Lesson 1, pp. 249A–260A; Unit 7 Review, pp. 279–286 Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 3, Lesson 2, How Can You Design a Tree House?; Unit 7, Lesson 1, What Are Some Plant Structures? Teacher Digital Management Center: Unit 1, Lesson 1, How Do Scientists Investigate Questions?; Unit 1, Lesson 2, How Can You Use a Model?; Unit 3, Lesson 2, How Can You Design a Tree House?; Unit 7, Lesson 1, What Are Some Plant Structures?
SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.	SE: Unit 4, Lesson 1, pp. 137–148; Unit 4, Lesson 3, pp. 155–158; Unit 4 Review, pp. 181–184 TE: Unit 4, Lesson 1, pp. 137A–148A; Unit 4, Lesson 3, pp. 155A–158A; Unit 4 Review, pp. 181–184 Student Interactive Digital Curriculum: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Lesson 3, How Is Temperature Measured? Teacher Digital Management Center: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Lesson 3, How Is Temperature Measured?

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SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.	SE: Unit 4, Lesson 1, pp. 137–148; Unit 4, Careers in Science, pp. 149–150; Unit 4, Lesson 2, pp. 151–154; Unit 4 Review, pp. 181–184 TE: Unit 4, Lesson 1, pp. 137A–148A; Unit 4, Careers in Science, pp. 149–150; Unit 4, Lesson 2, pp. 151A–154A; Unit 4 Review, pp. 181–184 Student Interactive Digital Curriculum: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Careers in Science: Metallurgist; Unit 4, Lesson 2, How Are Mass and Volume Measured? Teacher Digital Management Center: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Careers in Science: Metallurgist; Unit 4, Lesson 2, How Are Mass and Volume Measured?
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	SE: Unit 4, Lesson 1, pp. 137–148; Unit 4, Careers in Science, pp. 149–150; Unit 4 Review, pp. 181–184 TE: Unit 4, Lesson 1, pp. 137A–148A; Unit 4, Careers in Science, pp. 149–150; Unit 4 Review, pp. 181–184 Student Interactive Digital Curriculum: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Careers in Science: Metallurgist Teacher Digital Management Center: Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Careers in Science: Metallurgist
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.	SE: Unit 4, Lesson 4, pp. 159–170; Unit 4, Lesson 5, 170–174; Unit 4 Review, pp. 181–184 TE: Unit 4, Lesson 4, pp. 159A–170A; Unit 4, Lesson 5, 170A–174A; Unit 4 Review, pp. 181–184 Student Interactive Digital Curriculum: Unit 4, Lesson 4, What Are the States of Matter?; Unit 4, Lesson 5, How Can the State of Matter Change? Teacher Digital Management Center: Unit 4, Lesson 4, What Are the States of Matter?; Unit 4, Lesson 5, How Can the State of Matter Change?
SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	SE: Unit 5, Lesson 1, pp. 187–196; Unit 5, People in Science, pp. 201–202; Unit 5 Review, pp. 219–222 TE: Unit 5, Lesson 1, pp. 187A–196A; Unit 5, People in Science, pp. 201–202; Unit 5 Review, pp. 219–222 Student Interactive Digital Curriculum: Unit 5, Lesson 1, What Are Some Forms of Energy?; Unit 5, People in Science: Ben Franklin Teacher Digital Management Center: Unit 5, Lesson 1, What Are Some Forms of Energy?; Unit 5, People in Science: Ben Franklin

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SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.	SE: Unit 5, Lesson 1, pp. 187–196; Unit 5, Unit 5 Review, pp. 219–222 TE: Unit 5, Lesson 1, pp. 187A–196A; Unit 5 Review, pp. 219–222 Student Interactive Digital Curriculum: Unit 5, Lesson 1, What Are Some Forms of Energy? Teacher Digital Management Center: Unit 5, Lesson 1, What Are Some Forms of Energy?
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.	SE: Unit 5, Lesson 2, pp. 203–214; Unit 5, Lesson 3, pp. 215–218; Unit 5 Review, pp. 219–222 TE: Unit 5, Lesson 2, pp. 203A–214A; Unit 5, Lesson 3, pp. 215A–218A; Unit 5 Review, pp. 219–222 Student Interactive Digital Curriculum: Unit 5, Lesson 2, How Does Light Move?; Unit 5, Lesson 3, What Surfaces Reflect Light Best? Teacher Digital Management Center: Unit 5, Lesson 2, How Does Light Move?; Unit 5, Lesson 3, What Surfaces Reflect Light Best?
SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.	SE: Unit 5, Lesson 2, pp. 203–214; Unit 5, Lesson 3, pp. 215–218; Unit 5 Review, pp. 219–222 TE: Unit 5, Lesson 2, pp. 203A–214A; Unit 5, Lesson 3, pp. 215A–218A; Unit 5 Review, pp. 219–222 Student Interactive Digital Curriculum: Unit 5, Lesson 2, How Does Light Move?; Unit 5, Lesson 3, What Surfaces Reflect Light Best? Teacher Digital Management Center: Unit 5, Lesson 2, How Does Light Move?; Unit 5, Lesson 3, What Surfaces Reflect Light Best?
SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.	SE: Unit 6, Lesson 1, pp. 225–236; Unit 6, Review, pp. 241–246 TE: Unit 6, Lesson 1, pp. 225A–236A; Unit 6, Review, pp. 241–246 Student Interactive Digital Curriculum: Unit 6, Lesson 1, What Are Some Heat Sources? Teacher Digital Management Center: Unit 6, Lesson 1, What Are Some Heat Sources?
SC.3.P.11.2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.	SE: Unit 6, Lesson 1, 225–236; Unit 6, Lesson 2, pp. 237–240; Unit 6 Review, pp. 243–246 TE: Unit 6, Lesson 1, 225A–236A; Unit 6, Lesson 2, pp. 237A–240A; Unit 6 Review, pp. 243–246 Student Interactive Digital Curriculum: Unit 6, Lesson 1, What Are Some Heat Sources?; Unit 6, Lesson 2, Where Can Heat Come From? Teacher Digital Management Center: Unit 6, Lesson 1, What Are Some Heat Sources?; Unit 6, Lesson 2, Where Can Heat Come From?

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LAFS.3.RI.1.3	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.	In every core content lesson, students use the strategies in Claims • Evidence • Reasoning; Active Reading; and Develop Science Concepts to ask and answer questions about key details. The following are some of the many examples: TE: Unit 2, Lesson 3, p. 74; Unit 4, Lesson 4, p. 170; Unit 5 Benchmark Review, p. 220; Unit 9, Lesson 1, p. 340
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	In every core content lesson, students use the strategies in Develop Science Vocabulary and Active Reading to determine the meanings of words in the text. The following are some of the many examples: TE: Unit 3, Lesson 4, p. 122; Unit 5, Lesson 1, p. 188; Unit 6, Lesson 1, p. 236; Unit 9, Lesson 1, p. 342
LAFS.3.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	In every core content lesson, students read Grade 3 informational texts. The following are some of the many examples: TE: Unit 1, Lesson 1, p. 4; Unit 4, Lesson 4, p. 160; Unit 7, Lesson 3, p. 273; Unit 8, Lesson 3, p. 317

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LAFS.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	In every core content lesson, students use the strategies in Claims • Evidence • Reasoning, Develop Inquiry Skills, Develop Science Concepts, and Interpret Visuals to participate in collaborative conversations. The following are some of the many examples: TE: Unit 1, Lesson 1, p. 8; Unit 3, Lesson 1, p. 102; Unit 4, Lesson 2, p. 153; Unit 5, Lesson 1, p. 191; Unit 7, Lesson 3, p. 269; Unit 8, Lesson 2, p. 304 At the end of every unit, students use the strategies in the Enduring Understandings to participate in collaborative conversations. For example: TE: Unit 3, p. 131A; Unit 4, p. 148A; Unit 7, p. 260A; Unit 8, p. 300A
LAFS.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	In every core content lesson, students use the strategies in the Florida Writing Connection to write about science topics. For example: TE: Unit 1, p. 14A; Unit 4, p. 148A; Unit 7, p. 278A
HE.3.C.1.4	Recognize common childhood health conditions.	TE: Unit 9, Lesson 3, p. 356
HE.3.C.1.5	Recognize that body parts and organs work together to form human body systems.	TE: Unit 7, Lesson 1: pp. 251, 253, 255, 257

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MAFS.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	SE: Unit 4, Lesson 1, pp. 141–143; Unit 4, Lesson 2, pp. 151–154 TE: Unit 1, Lesson 4, p. 36A; Unit 4, Lesson 1, pp. 137A, 141–143; Unit 4, Lesson 2, pp. 151A, 151–154, 154A Student Interactive Digital Curriculum: Unit 1, Lesson 4, How Can You Measure Length?; Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Lesson 2, How Are Mass and Volume Measured? Teacher Digital Management Center: Unit 1, Lesson 4, How Can You Measure Length?; Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 4, Lesson 2, How Are Mass and Volume Measured?
MAFS.3.MD.2.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	SE: Unit 1, Lesson 3, p. 23; Unit 8, Lesson 2, p. 303 TE: Unit 1, Lesson 3, p. 23; Unit 2, Lesson 2, p. 72A; Unit 8, Lesson 2, p. 303 Student Interactive Digital Curriculum: Unit 1, Lesson 3, How Do Scientists Use Tools?; Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 8, Lesson 2, How Can We Classify Vertebrates? Teacher Digital Management Center: Unit 1, Lesson 3, How Do Scientists Use Tools?; Unit 4, Lesson 1, What Are Some Physical Properties?; Unit 8, Lesson 2, How Can We Classify Vertebrates?
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	In the English Language Learners activities in every lesson, students communicate information, ideas, and concepts in the content area of Science. See, for example, the following: TE: Unit 1, Lesson 1, p. 7; Unit 4, Lesson 4, p. 160; Unit 5, Lesson 3, p. 193; Unit 9, p. 331J
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	In the English Language Learners activities in every lesson, students communicate for social and instructional purposes. See, for example, the following: TE: Unit 3, p. 95L; Unit 3, Lesson 4, p. 120; Unit 5, Lesson 1, p. 190; Unit 6, Lesson 1, p. 232