

Grade 3
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 3 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to ask and answer questions to demonstrate understanding of a text. Butterflies and Moths TG 121–127 Classroom Plants TG 124–130 Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 121–127 Electrical Circuits TG 106–110 Food Chains and Webs TG 113–118 Force and Motion TG 130–133 Magnets TG 93–98 Plant and Animal Life Cycles TG 126–131 Plant and Animal Populations TG 130–133; SKB 1 Sink or Float? TG 116–120; SKB 1 Soil Science TG 125–130; SKB 3 Solar System TG 121–128; SKB 1 Sound TG 117–122; SKB 1 States of Matter TG 113–119 Using Your Senses TG 115–119 Water Cycle TG 126–130 Weather Instruments TG 114–118 Weather Watching TG 130–134</p>

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<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>All DSR titles TG: Guide the Reading embedded discussion questions ask students to determine main ideas and details in text passages. The After Reading section includes a Summarize feature in which students recount main ideas in the book.</p> <p>Butterflies and Moths TG 127 Classroom Plants TG 125–126, 128, 130; SKB 1 Dinosaurs and Fossils TG 108–109, 112 Earth Movements TG 122–123, 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 114, 118; SKB 1 Force and Motion TG 130–131, 134 Magnets TG 94, 96, 98 Plant and Animal Life Cycles TG 126–127, 129, 130–131 Plant and Animal Populations TG 132–134 Sink or Float? TG 118, 120 Soil Science TG 126, 130 Solar System TG 123, 128 Sound TG 118, 122 States of Matter TG 119 Using Your Senses TG 119; SKB 1 Water Cycle TG 126–127, 130 Weather Instruments TG 118; SKB 1 Weather Watching TG 134; SKB 1</p>
<p>RI.3.3 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.</p>	<p>Butterflies and Moths TG 122, 124, 126–127; SKB 1 Classroom Plants TG 125–127, 130 Dinosaurs and Fossils TG 108–109, 111–112 Earth Movements TG 123–127; SKB 1 Electrical Circuits TG 106–108 Food Chains and Webs TG 115–118 Force and Motion TG 130, 133–134 Magnets TG 94–98 Plant and Animal Life Cycles TG 126, 128–129; SKB 1 Plant and Animal Populations TG 132–134 Sink or Float? TG 119, 120 Soil Science TG 126–128, 130 Solar System TG 122–125, 127 Sound TG 117–122 States of Matter TG 114, 116–118 Using Your Senses TG 117–118 Water Cycle TG 126–129; SKB 1 Weather Instruments TG 114–117 Weather Watching TG 130–134</p>

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<i>Craft and Structure</i>	
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 123 Dinosaurs and Fossils TG 107 Earth Movements TG 121 Electrical Circuits TG 105 Food Chains and Webs TG 113 Force and Motion TG 129 Magnets TG 92–93 Plant and Animal Life Cycles TG 125 Plant and Animal Populations TG 128–129 Sink or Float? TG 115 Soil Science TG 125 Solar System TG 121 Sound TG 117 States of Matter TG 113 Using Your Senses TG 115 Water Cycle TG 125 Weather Instruments TG 113 Weather Watching TG 129</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>All DSR titles TG: Preview the Book feature in Before Reading Section</p> <p>In addition, see the following: Dinosaurs and Fossils SKB 1 Plant and Animal Life Cycles SKB 1</p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Soil Science SKB 1 (opportunity)</p>

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<i>Integration of Knowledge and Ideas</i>	
<p>RI.3.7 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).</p>	<p>Butterflies and Moths TG 121–127 Classroom Plants TG 124–129 Dinosaurs and Fossils TG 107–112; SKB 1 Earth Movements TG 122–125, 127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 113–115, 117–118 Force and Motion TG 130–133 Magnets TG 93–98; SKB 1 Plant and Animal Life Cycles TG 126–131; SKB 1 Plant and Animal Populations TG 130–133 Sink or Float? TG 116–119 Soil Science TG 126–129 Solar System TG 121–127 Sound TG 118–121; SKB 1 States of Matter TG 113–116, 119–120 Using Your Senses TG 116–119; SKB 1 Water Cycle TG 126–130 Weather Instruments TG 114–118 Weather Watching TG 130–133</p>
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Butterflies and Moths TG 121–127; SKB 1 Classroom Plants TG 124–130 Dinosaurs and Fossils TG 107–110; SKB 1 Earth Movements TG 122–127; SKB 1 Electrical Circuits TG 106–110 Food Chains and Webs TG 114–118 Force and Motion TG 130–134; SKB 1 Magnets TG 94–97 Plant and Animal Life Cycles TG 126–131 Plant and Animal Populations TG 130–134 Sink or Float? TG 116–119 Soil Science TG 126–128, 130 Solar System TG 123–127 Sound TG 117–118, 120 States of Matter TG 114–118; SKB 1 Using Your Senses TG 117–120 Water Cycle TG 126–130; SKB 1 Weather Instruments TG 114–117 Weather Watching TG 130–134</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.3.10 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.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Butterflies and Moths TG 122, 124–127 Classroom Plants TG 124, 126–127, 129–130; SKB 4 Dinosaurs and Fossils TG 108–112 Earth Movements TG 122–127 Electrical Circuits TG 106–108, 110 Food Chains and Webs TG 114–117 Force and Motion TG 132 Magnets TG 95–96 Plant and Animal Life Cycles TG 126, 128 Plant and Animal Populations TG 130–133 Soil Science TG 126–127 Solar System TG 122–124, 126–127 Sound TG 119–121 States of Matter TG 115–118 Using Your Senses TG 116–119 Water Cycle TG 126–130 Weather Instruments TG 114–117 Weather Watching TG 130–133</p>
<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126 (opportunity)</p>
<p>RF.3.3.b Decode words with common Latin suffixes.</p>	<p>Soil Science TG 127 (opportunity)</p>
<p>RF.3.3.c Decode multisyllable words.</p>	<p>Classroom Plants TG 127, 129 States of Matter TG 115–118 Using Your Senses TG 116–118 Weather Watching TG 130–133</p>
<i>Fluency</i>	
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.</p>

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<p>RF.3.4.a Read on-level text with purpose and understanding.</p>	<p>ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Dinosaurs and Fossils TG 106–107 Earth Movements TG 120–121 Electrical Circuits TG 104–105 Food Chains and Webs TG 112–113 Force and Motion TG 128–129 Magnets TG 92–93 Plant and Animal Life Cycles TG 124–125 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 Solar System TG 120–121 Sound TG 116–117 States of Matter TG 112–113 Using Your Senses TG 114–115 Water Cycle TG 124–125 Weather Instruments TG 112–113 Weather Watching TG 128–129</p>
<p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.</p> <p>In addition, see the following: Butterflies and Moths TG 127 Classroom Plants TG 127 Plant and Animal Populations TG 130 Soil Science TG 128 States of Matter TG 117</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: Dinosaurs and Fossils TG 113 Earth Movements TG 128 Electrical Circuits TG 111 Force and Motion TG 134 Magnets TG 99 Sink or Float? TG 121 Sound TG 123 States of Matter TG 120 Water Cycle TG 131</p>
<p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 States of Matter SKB 3 Water Cycle SKB 3 Weather Watching SKB 3</p>
<p>W.3.1.b Provide reasons that support the opinion.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 States of Matter SKB 3 Water Cycle SKB 3 Weather Watching SKB 3</p>
<p>W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>Food Chains and Webs SKB 3 (opportunity) Magnets SKB 3 Water Cycle SKB 3 Weather Watching SKB 3 (opportunity)</p>
<p>W.3.1.d Provide a concluding statement or section.</p>	<p>Food Chains and Webs SKB 3 Magnets SKB 3 (opportunity) States of Matter SKB 3 (opportunity) Water Cycle SKB 3 (opportunity) Weather Watching SKB 3</p>

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<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts:</p> <p>Butterflies and Moths TG 128 Classroom Plants TG 130 Earth Movements TG 128 Electrical Circuits TG 111 Food Chains and Webs TG 119 Magnets TG 99 Plant and Animal Life Cycles TG 132 Plant and Animal Populations TG 134 Sink or Float? TG 121 Soil Science TG 130–131 Solar System TG 129 Sound TG 123 States of Matter TG 120 Using Your Senses TG 120 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
<p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Classroom Plants SKB 3 Earth Movements SKB 3 Force and Motion SKB 3 Plant and Animal Populations SKB 3 Solar System SKB 3 Weather Instruments SKB 3</p>
<p>W.3.2.b Develop the topic with facts, definitions, and details.</p>	<p>Earth Movements SKB 3 Force and Motion SKB 3 Plant and Animal Populations SKB 3 Solar System SKB 3 Weather Instruments SKB 3</p>
<p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Classroom Plants SKB 3 Earth Movements SKB 3 (opportunity) Force and Motion SKB 3 (opportunity) Plant and Animal Populations SKB 3 Solar System SKB 3 (opportunity) Weather Instruments SKB 3 (opportunity)</p>
<p>W.3.2.d Provide a concluding statement or section.</p>	<p>Classroom Plants SKB 3 (opportunity) Earth Movements SKB 3 Plant and Animal Populations SKB 3 (opportunity) Solar System SKB 3 Weather Instruments SKB 3</p>

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W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Links/Critical Thinking features in the following DSR TGs provide opportunities to write narratives: Dinosaurs and Fossils TG 113 Food Chains and Webs TG 119
W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 Sink or Float? SKB 3 Sound SKB 3 Using Your Senses SKB 3
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 (opportunity) Magnets SKB 3 (opportunity) Sink or Float? SKB 3 Sound SKB 3 Using Your Senses SKB 3
W.3.3.c Use temporal words and phrases to signal event order.	Dinosaurs and Fossils SKB 3 (opportunity) Electrical Circuits SKB 3 Sink or Float? SKB 3 Sound SKB 3 (opportunity) Using Your Senses SKB 3 (opportunity)
W.3.3.d Provide a sense of closure.	Dinosaurs and Fossils SKB 3 Electrical Circuits SKB 3 (opportunity) Sink or Float? SKB 3 (opportunity) Sound SKB 3 Using Your Senses SKB 3 (opportunity)
<i>Production and Distribution of Writing</i>	
W.3.4 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 above.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising, editing, and rewriting)

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Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Force and Motion TG 134 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
<p>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.</p>	<p>Dinosaurs and Fossils TG 112 Earth Movements TG 127 Electrical Circuits TG 108, 111 Food Chains and Webs TG 118 Force and Motion TG 134 Magnets TG 98 Plant and Animal Life Cycles TG 131; SKB 3 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Solar System TG 128 Sound TG 122 Water Cycle TG 130 Weather Instruments TG 118 Weather Watching TG 134</p>
Range of Writing	
<p>W.3.10 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.</p>	<p>All DSR titles SE and TG: The Writing standards met above comprise shorter time frames. Students write routinely over extended time frames in their science notebooks, recording observations and ideas, conducting research, organizing information, and answering questions. SKB 3 always focuses on writing, usually for shorter timeframes.</p>

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Language Standards	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All DSR titles SKB 2
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Butterflies and Moths SKB 2 Classroom Plants SKB 2 Dinosaurs and Fossils SKB 2 (opportunity) Earth Movements SKB 2 Food Chains and Webs SKB 2 (opportunity) Force and Motion SKB 2 Sink or Float? SKB 2 Solar System SKB 2 Sound SKB 2 (opportunity) States of Matter SKB 2 Using Your Senses SKB 2 Water Cycle SKB 2 Weather Instruments SKB 2
L.3.1.b Form and use regular and irregular plural nouns.	Food Chains and Webs SKB 2 Force and Motion SKB 2 Plant and Animal Populations SKB 2
L.3.1.c Use abstract nouns (e.g., childhood).	Butterflies and Moths SKB 2 (opportunity) Solar System SKB 2 (opportunity)
L.3.1.d Form and use regular and irregular verbs.	Dinosaurs and Fossils SKB 2 (opportunity) Soil Science SKB 2
L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Dinosaurs and Fossils SKB 2 (opportunity) Sink or Float? SKB 2 Soil Science SKB 2
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.	Sound SKB 2 States of Matter SKB 2 (opportunity)
L.3.1.i Produce simple, compound, and complex sentences.	States of Matter SKB 2 All DSR titles SKB 3 (opportunity)
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Butterflies and Moths SKB 2 Electrical Circuits SKB 2 Solar System SKB 2 Weather Watching SKB 2
L.3.2.c Use commas and quotation marks in dialogue.	Magnets SKB 2
L.3.2.d Form and use possessives.	Plant and Animal Life Cycles SKB 2

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<p>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>Dinosaurs and Fossils SKB 2 Food Chains and Webs SKB 2 Plant and Animal Populations SKB 2 Sink or Float? SKB 2 Sound SKB 2</p>
<p><i>Knowledge of Language</i></p>	
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing. Also see below.</p>
<p>L.3.3.a Choose words and phrases for effect.</p>	<p>Butterflies and Moths SKB 3 States of Matter SKB 3 Using Your Senses SKB 3 Weather Watching SKB 3</p>
<p><i>Vocabulary for Acquisition and Use</i></p>	
<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p>Butterflies and Moths TG 124, 125, 127; SKB 4 Classroom Plants TG 124, 126–127, 129 Earth Movements TG 125 Force and Motion TG 130, 134 Magnets SKB 4 Plant and Animal Populations TG 130–133 Soil Science TG 126–127; SKB 4 Solar System TG 122, 124 States of Matter TG 117 Using Your Senses TG 116–118 Water Cycle SKB 4 Water Cycle TG 128 Weather Watching TG 130–131; SKB 4 (opportunity) Electrical Circuits TG 107; SKB 4</p>
<p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>All DSR titles TG: Preview the Vocabulary and Tips for Reading features in the Before Reading section</p> <p>In addition, see the following: Butterflies and Moths TG 125, 127 Classroom Plants TG 127 Earth Movements SKB 4 Plant and Animal Life Cycles SKB 4 (opportunity) Plant and Animal Populations TG 130, 132 Soil Science TG 128 States of Matter TG 117</p>

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<p>L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>Dinosaurs and Fossils SE 13; SKB 4 Earth Movements TG 126 Electrical Circuits TG 110; SKB 4 Food Chains and Webs SKB 4 Magnets SKB 4 Plant and Animal Life Cycles TG 128 Plant and Animal Populations SKB 4 Soil Science TG 126, 127 Solar System SKB 4 Water Cycle TG 136 (opportunity), 128, 129, 130 Weather Instruments TG 116 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Butterflies and Moths TG 124, 127 Classroom Plants TG 129 Dinosaurs and Fossils SKB 4 Food Chains and Webs SKB 4 Magnets SKB 4 Plant and Animal Populations SKB 4 Plant and Animal Populations TG 131–133 Soil Science TG 126–127 Solar System SKB 4 States of Matter TG 117 Using Your Senses TG 118 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>All DSR titles SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following: Butterflies and Moths TG 124–125, 127 Classroom Plants TG 124, 129–130 Electrical Circuits TG 105; SKB 4 Force and Motion TG 133 Plant and Animal Populations TG 130 Sink or Float? TG 114, 118 Solar System SKB 4 States of Matter TG 114–115, 118 Using Your Senses TG 116 Water Cycle SKB 4</p>

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<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Earth Movements TG 127 Electrical Circuits TG 106; SKB 4 Force and Motion SKB 4 (opportunity [antonyms]) Magnets SKB 4 Plant and Animal Life Cycles TG 126; SKB 4 (opportunity) Sink or Float? SKB 4 (opportunity [synonyms]) Solar System TG 129 Sound TG 118; SKB 4 (opportunity) Using Your Senses TG 118; SKB 4 (opportunity [homonyms]) Weather Instruments SKB 4 Weather Watching TG 130–131 (opportunity)</p>
<p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Butterflies and Moths TG 123, 128 (opportunity) Weather Instruments SKB 4</p>
<p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Sink or Float? TG 116 States of Matter SKB 4 (opportunity)</p>
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.</p>