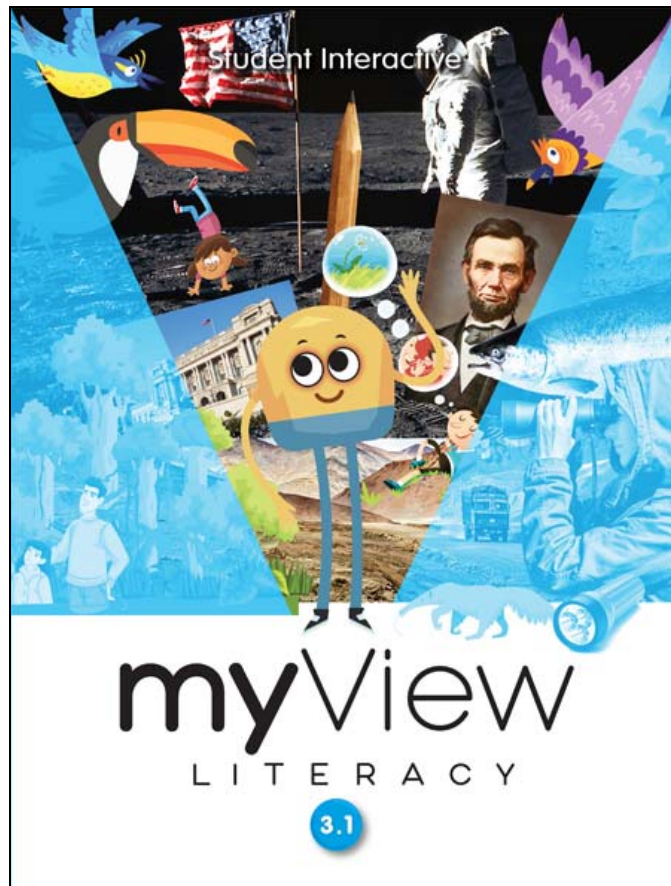


A Correlation of



Grade 3, ©2020

To the

**Florida Next Generation
Sunshine State Standards for Science
Grade 3**

SAVVAS

A Correlation of myView Literacy, Grade 3, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Grade 3

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **Florida Next Generation Sunshine State Standards for Science**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p>	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3.</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
<p>SC.3.N.1.2 Compare the observations made by</p>	<p>Students can explore how groups make</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
<p>different groups using the same tools and seek reasons to explain the differences across groups.</p>	<p>observations with the following selections:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 <u>Activities and Supplemental Material</u> Compare Across Texts: Environments, T374–T375</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions, T20–T21 <u>Leveled Readers</u> Relationships in Nature (Informational Text) Earth Environments (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature) Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 4: <u>Leveled Readers</u> Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Watching the Weather (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363</p>
<p>SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p>	<p>Students can explore the use of visual representations with the following selections:</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Infographic: How Do People Survive in an Environment? T232–T233</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions, T20–T21 Media: Nature Helping Nature, T88–T89 Diagram: The Food Chain, T156–T157 Infographic: Bringing Animals Back, T222–T223 Diagram: Plants and Animals Need Each Other, T290–T291</p> <p><u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks, T20–T21 Map: When Earth Changes . . . T92–T93</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Human Population Distribution)</p>
<p>SC.3.N.1.4 Recognize the importance of communication among scientists.</p>	<p>Students can explore means of communicating about scientific concepts with the following:</p> <p>Unit 1:</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p><u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233</p> <p><u>Leveled Readers</u> Seeds of Peace and Hope (Informational Text) – environmental work and movement</p> <p><u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Media: Nature Helping Nature, T88–T89 Infographic: Bringing Animals Back, T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other, T290–T291</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 Read Aloud: "Crossing the Rockies" T22–T23 Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea, T226–T227 (Computer Programs)</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
<p>SC.3.N.1.5 Recognize that scientists question, discuss, and check each other's evidence and explanations.</p>	<p>Unit 1: Close Read: Ask and Answer Questions, T130–T131, T132, T133</p> <p>In addition, students can explore this objective with the following science-based texts.</p> <p>Unit 1:</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p align="center">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>(Continued)</p>	<p><u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Read Aloud: “Feeling the Cold” T166–T167 Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: “Surviving in the Four Corners” T234–T235 Read: <i>Living in Deserts</i>, T243–T265</p> <p><u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) Pine Is Special (Traditional Story) In Short Supply (Informational Text) Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 Media: Nature Helping Nature, T88–T89 Diagram: The Food Chain, T156–T157 Infographic: Bringing Animals Back, T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other, T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315</p> <p>(Continued)</p> <p><u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals) animal: camouflage – finding food - shelters Bees Around the World (Informational Text)</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Relationships in Nature (Informational Text) Earth Environments (Informational Text) Unit 5: <u>Selections</u> Time Line: Nature Rocks, T20–T21 Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 Primary Source: The Dust Bowl, T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text) Changing Habitats (Informational Text) The Australian Outback (Informational Text) Plug into the Sun (Realistic Fiction) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)</p>
<p>SC.3.N.1.6 Infer based on observation.</p>	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3. Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389 Unit 2: <u>Activities and Supplemental Material</u></p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
	<p>Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
<p>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.</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Surviving in the Four Corners” T234–T235 (temperature) Read: <i>Living in Deserts</i>, T245 (inches, centimeters); T247 (temperature, Celsius, Fahrenheit); T249 (kilometers)</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T38 (temperature) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) <u>Leveled Readers</u> The Weighting Game (Science Fiction)</p>
<p>SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</p>	<p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T166–T167 Read: <i>Living in Deserts</i>, T243–T265 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p align="center">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
	<p>Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Earth’s Power (Informational Text) Plug into the Sun (Realistic Fiction)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
<p>SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.</p>	<p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon, T20–T21</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Earth’s Power (Informational Text) Climbing Mountains (Informational Text) Tornado Tom (Realistic Fiction) The Weighting Game (Science Fiction)</p>
<p>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.</p>	<p>Teachers can use the following selections and activities to explore the impact of light and conditions that block its motion:</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T41 (Rainbows)</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Primary Source: The Dust Bowl, T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction) Watching the Weather (Informational Text)</p>
<p>SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.</p>	<p>Teachers can use the following selections and activities to explore how light can be reflected, refracted, and absorbed:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science: T120 (Sky Is Blue)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T41 (Rainbows)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction) Watching the Weather (Informational Text)</p>
<p>SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.</p>	<p>Teachers can use the following selections and activities to explore the relationship between heat and light:</p> <p>Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i>, T243–T265 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T41</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
	<p>(Rainbows)</p> <p>Unit 5: <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Earth’s Power (Informational Text) Plug into the Sun (Realistic Fiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T110 (Hawaiian Islands) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363</p>
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.	<p>Unit 5: <u>Selections</u> Map: When Earth Changes . . . T92–T93 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Earth’s Power (Informational Text) Ice Ages (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Canyon and Erosion)</p>
SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	<p>Teachers can introduce this concept with the following:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45</p>
SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.	<p>Teachers can introduce this concept with the following:</p> <p>Unit 1: <u>Selections</u></p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Diagram: Exploring a Rainforest Environment, T164–T165</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other, T290–T291 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315 <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p>
<p>SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.</p>	<p>Teachers can introduce this concept with the following:</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p>
<p>SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.</p>	<p>For supporting content please see:</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other, T290–T291 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315 <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p>
<p>SC.3.L.17.1 Describe how animals and plants respond to changing seasons.</p>	<p>Unit 2: <u>Selections</u> Read Aloud: “Amazing Monarchs” T292–T293</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Read: <i>Nature’s Patchwork Quilt</i>, T302–T315 <u>Leveled Readers</u> Arctic Plants and Animals (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Bird Migrations) Cross-Curricular Perspectives: Science, T172 (Dormant Plants in Winter)</p>
<p>SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.</p>	<p>For supporting content please see: Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other T290–T291 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315 <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p>
<p>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.</p>	<p>The following selections includes specialized vocabulary: Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i>, T243–T265 Unit 2: <u>Selections</u> Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>, T100–T113 Diagram: The Food Chain, T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
<p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Infographic: How Do People Survive in an Environment? T232–T233</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions, T20–T21 Media: Nature Helping Nature, T88–T89 Diagram: The Food Chain, T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back, T222–T223 Diagram: Plants and Animals Need Each Other, T290–T291</p>
<p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Infographic: How Do People Survive in an Environment? T232–T233</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions, T20–T21 Media: Nature Helping Nature, T88–T89 Diagram: The Food Chain, T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back, T222–T223 Diagram: Plants and Animals Need Each Other, T290–T291</p> <p>Unit 5: <u>Leveled Readers</u> Watching the Weather (Informational Text)</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p align="center">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>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.</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon, T20–T21</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
<p>SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.</p>	<p>Teachers can explore this objective with the following:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Infographic: How Do People Survive in an Environment? T232–T233 Read: <i>Living in Deserts</i>, T243–T265</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science: T120 (Sky Is Blue) Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain, T156–T157</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T41 (Rainbows)</p> <p>Unit 4: <u>Selections</u></p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
	<p>Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i>, T243–T265</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon, T20–T21</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	<p>Unit 2: <u>Activities and Supplemental Material</u> Intervention Activity: Living in Space, T322</p>
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.	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p>
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.	<p>Teachers can explore this objective with the following:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment, T164–T165 Infographic: How Do People Survive in an Environment? T232–T233 Read: <i>Living in Deserts</i>, T243–T265</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science: T120 (Sky Is Blue) Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert)</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

<p style="text-align: center;">Florida Next Generation Sunshine State Standards for Science Grade 3</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
	<p>Unit 2: <u>Selections</u> Diagram: The Food Chain, T156–T157 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T41 (Rainbows) Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city) Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
<p>SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.</p>	<p>For supporting content please see: Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T166–T167 Read: <i>Living in Deserts</i>, T243–T265 (discussion of temperature)</p>
<p>SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.</p>	<p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 – see page T39 for weight of one salt block</p>
<p>SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p>	<p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Structural Integrity) Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city) Unit 5: <u>Selections</u> Time Line: Nature Rocks, T20–T21 <u>Leveled Readers</u> What Is It Made Of? (Informational Text)</p>

**A Correlation of myView Literacy, Grade 3, ©2020 to the
Florida Next Generation Sunshine State Standards for Science, Grade 3**

Florida Next Generation Sunshine State Standards for Science Grade 3	myView Literacy Grade 3, ©2020
<p>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.</p>	<p>Teachers can explore this objective with the following: Unit 5: <u>Selections</u> Read Aloud: "The Amazing Rainforest" T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 (evaporation discussed) <u>Leveled Readers</u> Keeping Our Water Clean (Informational Text)</p>