

Correlation of

Seeds of Science/Roots of Reading

3rd and 4th Grade Integrated Science and Literacy Units:

Light Energy

Weather and Water

Digestion and Body Systems

Variation and Adaptation

with the State of Arizona

Literacy Standards for Grades 3 and 4



Seeds of Science/Roots of Reading was created with support from the National Science Foundation.
The program was created by a team at the Lawrence Hall of Science of the University of California, Berkeley.
Created November 2009.



	Light Energy	Weather & Water	Variation & Adaptation	Digestion & Body Systems
READING STRAND 1: READING PROCESS				
Concept 1: Print Concepts				
Grade 3: PO 1. Alphabetize a series of words to the third letter.				
Grade 3: PO2. Recognize the distinguishing features of a paragraph	●●	●●	●●	●●
Concept 3: Phonics				
Grade 3: PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.	●●	●●	●●	●●
Grade 3: PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words				
Grade 3: PO 3. Apply knowledge of common spelling patterns to read words	●●	●●	●●	●●
Grade 3: PO 4. Read common abbreviations fluently.				●
Grade 3: PO 5. Recognize high frequency words and irregular sight words.	●●	●●	●●	●●
Grade 3: PO 6. Use knowledge of word order (syntax) and context to confirm decoding.	●●	●●	●●	●●
Concept 4: Vocabulary				
Grade 3: PO 1. Use knowledge of prefixes to to determine the meaning of words.	●●			
Grade 3: PO 2. Use knowledge of suffixes to determine the meaning of words.				
Grade 3: PO 3. Recognize words represented by common abbreviations				●
Grade 3: PO 4. Identify the words that comprise a contraction				
Grade 3: PO 5. Determine the meaning of compound words, using knowledge of individual words				
Grade 3: PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.				
Grade 3: PO 7. Determine the meanings and other features of words using the dictionary, thesaurus, and CD-ROM and Internet when available.				

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	Light Energy	Weather & Water	Variation & Adaptation	Digestion & Body Systems
READING STRAND 1: READING PROCESS continued				
Concept 4: Vocabulary continued				
Grade 4: PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	●●			
Grade 4: PO 2. Use context to determine the relevant meaning of a word.	●●	●●	●●	●●
Grade 4: PO 3. Determine the difference between figurative language and literal language..				
Grade 4: PO 4. Identify figurative language, including similes, personification, and idioms.				
Grade 4: PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.				
Grade 4: PO 6. Identify antonyms, synonyms, and homonyms for given words within text..				
Concept 5: Fluency				
Grade 3: PO 1. Consistently read grade -level text with at least 90 percent accuracy.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.				
Grade 4: PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.				
Concept 6: Comprehension Strategies				
Grade 3: PO 1. Predict events and actions, based upon prior knowledge and text features.	●●●	●●●	●●	●●
Grade 3: PO2. Compare a prediction about an action or event to what actually occurred within a text.	●●●	●●	●●	●●
Grade 3: PO 3. Ask relevant questions in order to comprehend text.	●●	●●●	●●	●●

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	Light Energy	Weather & Water	Variation & Adaptation	Digestion & Body Systems
READING STRAND 1: READING PROCESS continued				
Concept 6: Comprehension Strategy continued				
Grade 3: PO 4. Answer clarifying questions in order to comprehend text.	●●	●●●	●●	●●
Grade 3: PO 5. Extract information from graphic organizers to comprehend text.	●●●	●●●	●●●	●●●
Grade 3: PO 6. Connect information and events in text to life experiences and to related text and sources.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Predict text content using prior knowledge and text features	●●●	●●●	●●	●●
Grade 4: PO 2. Confirm predictions about text for accuracy.	●●●	●●	●●	●●
Grade 4: PO 3. Generate clarifying questions in order to comprehend text.	●●	●●●	●●	●●
Grade 4: PO 4. Use graphic organizers in order to clarify the meaning of the text.	●●●	●●●	●●●	●●●
Grade 4: PO 5. Connect information and events in text to life experiences and to related text and sources.	●●	●●●	●●	●●
Grade 4: PO 6. Use reading strategies to comprehend text.	●●●	●●●	●●●	●●●
READING STRAND 3: COMPREHENDING INFORMATIONAL TEXT				
Concept 1: Expository Text				
Grade 3: PO 1. Identify the main idea and supporting details in expository text.	●●●	●●	●●●	●●
Grade 3: PO 2. Locate facts in response to questions about expository text.	●●●	●●●	●●●	●●●
Grade 3: PO 3. Locate specific information by using organizational features in expository text.	●●●	●●●	●●●	●●●
Grade 3: PO 4. Use a variety of sources to answer specific questions, and/or gather information	●●●	●●●	●●●	●●●
Grade 3: PO 5. Interpret information from graphic features of expository text.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Identify the main idea and supporting details in expository text.	●●●	●●	●●●	●●

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READING STRAND 3: COMPREHENDING INFORMATIONAL TEXT continued				
Concept 1: Expository Text continued				
Grade 4: PO 2. Distinguish fact from opinion in expository text.				
Grade 4: PO 3. Determine author's main purpose for writing the expository text.				
Grade 4: PO 4. Locate specific information by using organizational features of expository text.	●●●	●●●	●●●	●●●
Grade 4: PO 5. Identify appropriate print and electronic reference sources needed for a specific purpose.	●●	●●	●●	●●
Grade 4: PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text	●●●	●●●	●●●	●●●
Grade 4: PO 7. Distinguish cause and effect.	●●	●●	●●	●●
Grade 4: PO 8. Draw valid conclusions based on information gathered from expository text.	●●●	●●●	●●●	●●●
Concept 2: Functional Text				
Grade 3: PO 1. Follow a set of written multi-step directions.				
Grade 3: PO 2. Provide multi-step directions.				
Grade 3: PO 3. Evaluate written directions for sequence and completeness.				
Grade 3: PO 4. Interpret information in functional documents for a specific purpose.				
Grade 4: PO 1. Locate specific information from functional text				
Grade 4: PO 2. Interpret details from functional text for specific purpose				
Concept 3: Persuasive Text				
Grade 3: PO 1. Distinguish fact from opinion in persuasive text				
Grade 3: PO 2. PO 2. Identify persuasive vocabulary used to influence readers' perspectives.				
Grade 4: PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.				
Grade 4: PO 2. Identify persuasive vocabulary used to influence readers' opinions.				

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WRITING STRAND 1: WRITING PROCESS				
Concept 1: Prewriting				
Grade 3: PO 1. Generate ideas through a variety of activities	●●●	●●●	●●●	●●●
Grade 3: PO 2. Determine the purpose of a writing piece.	●●●	●●●	●●●	●●●
Grade 3: PO 3. Determine the intended audience of a writing piece.	●●	●●	●●	●●
Grade 3: PO 4. Use organizational strategies to plan writing	●●●	●●●	●●●	●●●
Grade 3: PO 5. Maintain a record of writing ideas.				
Grade 3: PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	●	●	●	●
Grade 4: PO 1. Generate ideas through a variety of activities	●●●	●●●	●●●	●●●
Grade 4: PO 2. Determine the purpose of an intended writing piece.	●●●	●●●	●●●	●●●
Grade 4: PO 3. Determine the intended audience of a writing piece.	●●	●●	●●	●●
Grade 4: PO 4. Use organizational strategies to plan writing.	●●●	●●●	●●●	●●●
Grade 4: PO 5. Maintain a record of writing ideas				
Grade 4: PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	●	●	●	●
Concept 2: Drafting				
Grade 3: PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Organize writing into a logical sequence that is clear to the audience.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	●●●	●●●	●●●	●●●
Grade 4: PO 2. Organize writing into a logical sequence that is clear to the audience	●●●	●●●	●●●	●●●

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Concept 3: Revising				
Grade 3: PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency	●	●	●	●
Grade 3: PO 2. Add details to the draft to more effectively accomplish the purpose.	●	●	●	●
Grade 3: PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	●	●	●	●
Grade 3: PO 4. Use a combination of sentence structures to improve sentence fluency in the draft.	●	●	●	●
Grade 3: PO 5. Modify word choice appropriate to the application in order to enhance the writing.	●	●	●	●
Grade 3: PO 6. Apply appropriate tools or strategies (e.g., peer review , checklists, rubrics) to refine the draft.	●	●	●	●
Grade 3: PO 7. Use resources and reference materials to select more precise vocabulary.	●	●	●	●
Grade 4: PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	●	●	●	●
Grade 4: PO 2. Add details to the draft to more effectively accomplish the purpose.	●	●	●	●
Grade 4: PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	●	●	●	●
Grade 4: PO 4. Use a combination of sentence structures to improve sentence fluency in the draft.	●	●	●	●
Grade 4: PO 5. Modify word choice appropriate to the application in order to enhance the writing.	●	●	●	●
Grade 4: PO 6. Apply appropriate strategies to refine the draft..	●	●	●	●
Grade 4: PO 7. Use resources and reference materials to select more precise vocabulary.	●	●	●	●

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WRITING STRAND 1: WRITING PROCESS continued				
Concept 4: Editing				
Grade 3: PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	•	•	•	•
Grade 3: PO 2. Use resources to correct conventions.	•	•	•	•
Grade 3: PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.	•	•	•	•
Grade 3: PO 4. Apply appropriate tools or strategies to edit the draft.	•	•	•	•
Grade 4: PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	•	•	•	•
Grade 4: PO 2. Use resources to correct conventions.	•	•	•	•
Grade 4: PO 3. Apply proofreading marks to indicate errors in conventions.	•	•	•	•
Grade 4: PO 4. Apply appropriate tools or strategies to edit the draft.	•	•	•	•
Concept 5: Publishing				
Grade 3: PO 1. Prepare writing in a format appropriate to audience and purpose.	•	•	•	•
Grade 3: PO 2. Share the writing with the intended audience.	•••	•••	•••	•••
Grade 3: PO 3. Use margins and spacing to enhance the final product.	•	•	•	•
Grade 3: PO 4. Write legibly.	•	•	•	•
Grade 4: PO 1. Prepare writing in a format appropriate to audience and purpose.	•	•	•	•
Grade 4: PO 2. Share the writing with the intended audience.	•••	•••	•••	•••
Grade 4: PO 3. Use margins and spacing to enhance the final product.	•	•	•	•
Grade 4: PO 4. Write legibly.	•	•	•	•

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WRITING STRAND 2: WRITING ELEMENTS				
Concept 1: Ideas and Content				
Grade 3: PO 1. Express ideas that are clear and directly related to the topic.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Provide content and selected details that are well-suited to audience and purpose.	●●●	●●●	●●●	●●●
Grade 3: PO 3. Use relevant details to provide adequate support for the ideas.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Express ideas that are clear and directly related to the topic.	●●●	●●●	●●●	●●●
Grade 4: PO 2. Provide content and selected details that are well-suited to audience and purpose.	●●●	●●●	●●●	●●●
Grade 4: PO 3. Use relevant details to provide adequate support for the ideas.	●●●	●●●	●●●	●●●
Concept 2: Organization				
Grade 3: PO 1. Organize content in a selected format.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Create a beginning that captures the reader's interest.	●●	●●	●●	●●
Grade 3: PO 3. Place details appropriately to support the main idea.	●●●	●●●	●●●	●●●
Grade 3: PO 4. Use transitional words and phrases to connect ideas.	●●●	●●●	●●	●●
Grade 3: PO 5. Create an ending that provides a sense of resolution or closure.	●	●	●	●
Grade 3: PO 6. Construct a paragraph that groups sentences around a topic.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Use a structure that fits the type of writing	●●●	●●●	●●●	●●●
Grade 4: PO 2. Create a beginning that captures the reader's interest.	●●	●●	●●	●●

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WRITING STRAND 2: WRITING ELEMENTS continued				
Concept 2: Organization continued				
Grade 4: PO 3. Place details appropriately to support the main idea.	●●●	●●●	●●●	●●●
Grade 4: PO 4. Use transitional words & phrases to connect ideas.	●●●	●●●	●●	●●
Grade 4: PO 5. Create an ending that provides a sense of resolution or closure.	●	●	●	●
Grade 4: PO 6. Construct a paragraph that groups sentences around a topic.	●●●	●●●	●●●	●●●
Concept 3: Voice				
Grade 3: PO 1. Show awareness of the audience through word choice and style.	●	●	●	●
Grade 3: PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	●	●	●	●●
Grade 4: PO 1. Show awareness of the audience through word choice and style.	●	●	●	●
Grade 4: PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	●	●	●	●●
Concept 4: Word Choice				
Grade 3: PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Use descriptive words and phrases that energize the writing.			●●●	●●●
Grade 3: PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	●●●	●●●	●●●	●●●
Grade 3: PO 4. Use literal and figurative language in a variety of ways although may be inconsistent or experimental.				●●●
Grade 4: PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	●●●	●●●	●●●	●●●

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WRITING STRAND 2: WRITING ELEMENTS continued				
Concept 4: Word Choice				
Grade 4: PO 2. PO 2. Use descriptive words and phrases that energize the writing.			●●●	●●●
Grade 4: PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	●●●	●●●	●●●	●●●
Grade 4: PO 4. Use literal and figurative language in a variety of ways although may be inconsistent or experimental.				●●●
Concept 5: Sentence Fluency				
Grade 3: PO 1. Write simple and compound sentences.	●●	●●	●●	●●
Grade 3: PO 2. Write sentences that flow together and sound natural when read aloud.	●●	●●	●●	●●
Grade 3: PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	●	●	●	●
Grade 4: PO 1. Write simple and compound sentences.	●●	●●	●●	●●
Grade 4: PO 2. Write sentences that flow together and sound natural when read aloud.	●●	●●	●●	●●
Grade 4: PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	●	●	●	●
Grade 4: PO 4. Use effective and natural dialogue when appropriate.				
Concept 6: Conventions				
Grade 3: PO 1. Use capital letters	●	●	●	●
Grade 3: PO 2. Punctuate endings of sentences	●	●	●	●
Grade 3: PO 3. Use commas to punctuate	●	●	●	●
Grade 3: PO 4. Use quotation marks to punctuate dialogue, although may be inconsistent or experimental.				

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WRITING STRAND 2: WRITING ELEMENTS continued				
Concept 6: Conventions continued				
Grade 3: PO 5. Use a colon to punctuate time.				
Grade 3: PO 6. Use apostrophes to punctuate				
Grade 3: PO 7. Spell high-frequency words correctly.	•	•	•	•
Grade 3: PO 8. Use common spelling patterns/generalizations to spell words correctly	•	•	•	•
Grade 3: PO 9. Spell simple homonyms correctly in context.	•	•	•	•
Grade 3: PO 10. Use resources to spell correctly.	•	•	•	•
Grade 3: PO 11. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns, adjectives	••	••	••	••
Grade 4: PO 1. Use capital letters	•	•	•	•
Grade 4: PO 2. Punctuate endings of sentences	•	•	•	•
Grade 4: PO 3. Use commas to punctuate	•	•	•	•
Grade 4: PO 4. Use quotation marks to punctuate dialogue, although may be inconsistent or experimental.				
Grade 4: PO 5. Use a colon to punctuate time.				
Grade 4: PO 6. Use apostrophes to punctuate				
Grade 4: PO 7. Spell high-frequency words correctly.	•	•	•	•
Grade 4: PO 8. Use common spelling patterns/generalizations to spell words correctly	•	•	•	•
Grade 4: PO 9. Spell simple homonyms correctly in context.	•	•	•	•
Grade 4: PO 10. Use resources to spell correctly.	•	•	•	•
Grade 4: PO 11. Use paragraph breaks to indicate an organizational structure.	•	••	•	••

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WRITING STRAND 3: WRITING APPLICATIONS				
Concept 2: Expository				
Grade 3 PO 1. Record information related to the topic.	●●●	●●●	●●●	●●●
Grade 3: PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information	●●●	●●●	●●●	●●●
Grade 3: PO 3. Write in a variety of expository forms	●●	●●	●●	●●
Grade 4 PO 1. Record information related to the topic.	●●●	●●●	●●●	●●●
Grade 4: PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information	●●●	●●●	●●●	●●●
Grade 4: PO 3. Write in a variety of expository forms	●●	●●	●●	●●
Concept 6: Research				
Grade 3: PO 1. Paraphrase information from at least one source	●●●	●●●	●●●	●●●
Grade 3: PO 2. Organize notes in a meaningful sequence.	●●	●●	●●●	●
Grade 3: PO 3. Write an informational report that includes main idea(s) and relevant details.	●●●	●●●	●●●	●●●
Grade 4: PO 1. Paraphrase information from at least one source	●●●	●●●	●●●	●●●
Grade 4: PO 2. Organize notes in a meaningful sequence.	●●	●●	●●●	●
Grade 4: PO 3. Write an informational report that includes main idea(s) and relevant details.	●●●	●●●	●●●	●●●

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LISTENING AND SPEAKING				
Foundations (Grades 1-3)				
LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information	●●●	●●●	●●●	●●●
LS-F2. Give and follow multiple-step directions	●●●	●●●	●●●	●●●
LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report	●●●	●●●	●●●	●●●
Essentials (Grades 4-8)				
LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	●●	●●	●●	●●
LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	●●	●●	●●	●●
VIEWING AND PRESENTING				
Foundations (Grades 1-3)				
VP-F1. Recognize different types of visual media				
VP-F2. Plan and present a report, using two or more visual media				
VP-F3. Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages	●●	●●	●●	●●
VP-F4. Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text	●●●	●●●	●●●	●●●
Essentials (Grades 4-8)				
VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions				
VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images				
VP-E3. Compare, contrast and establish criteria to evaluate				

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visual media for purpose and effectiveness				
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