

SRA Skills Handbook: Using Science
correlation to
New Mexico Science Standards
Grade 3

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
1. Make new observations when discrepancies exist between two descriptions of the same object or phenomena to improve accuracy.
Student Edition: pages 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 60, 61, 62, 63, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 106, 107, 108, 109, 110, 111
Teacher’s Guide: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25, 34, 35, 36, 37, 44, 45
Skills Workbook: pages 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 23, 24, 33, 34, 35, 36, 43, 44

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
2. Recognize the difference between data and opinion.
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 68, 69, 70, 71, 72, 73, 106, 107, 108, 109, 110, 111
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
3. Use numerical data in describing and comparing objects, events, and measurements.
Student Edition: pages 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 42, 43, 44, 45, 46, 47, 64, 65, 66, 67, 152, 153, 154, 155, 156, 157
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
4. Collect data in an investigation and analyze those data.
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 106, 107, 108, 109, 110, 111, 152, 153, 154, 155, 156, 157, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
5. Know that the same scientific laws govern investigations in different times and places (e.g., gravity, growing plants).
Student Edition: pages 28, 29, 30, 31, 64, 65, 66, 67, 146, 147, 148, 149, 150, 151
Teacher’s Guide: pages 12, 13, 26, 27, 60, 61
Skills Workbook: pages 11, 12, 25, 26, 59, 60

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Use scientific thinking and knowledge and communicate findings.
1. Use a variety of methods to display data and present findings.
Student Edition: pages 4, 5, 6, 7, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 112, 113, 114, 115, 116, 117, 152, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Use scientific thinking and knowledge and communicate findings.
2. Understand that predictions are based on observations, measurements, and cause-and-effect relationships.
Student Edition: pages 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 106, 107, 108, 109, 110, 111
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
1. Use numerical data in describing and comparing objects, events, and measurements.
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
2. Pose a question of interest and present observations and measurements with accuracy.
Student Edition: pages 4, 5, 6, 7, 18, 19, 20, 21, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 64, 65, 66, 67, 78, 79, 80, 81, 92, 93, 94, 95, 132, 133, 134, 135, 152, 153, 154, 155, 156, 157
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
3. Use various methods to display data and present findings and communicate results in accurate mathematic language.
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Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Recognize that matter had different forms and properties.
1. Identify and compare properties of pure substances and mixtures (e.g., sugar, fruit juice).
Student Book: pages 136, 137, 138, 139
Teacher’s Guide: pages 56, 57

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Recognize that matter had different forms and properties.
2. Separate mixtures based on properties (e.g., by size or by substance; rocks and sand, iron filings and sand, salt, and sand).
Student Book: pages 136, 137, 138, 139
Teacher’s Guide: pages 56, 57

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
1. Understand that light is a form of energy and can travel through a vacuum.
Student Book: pages 64, 65, 66, 67, 146, 147, 148, 149, 150, 151, 160, 161, 162, 163, 164, 165, 182, 183, 184, 185, 186, 187
Teacher’s Guide: pages 26, 27, 60, 61, 64, 65, 74, 75
Skills Workbook: pages 25, 26, 73, 74

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
2. Know that light travels in a straight line until it strikes an object and then it is reflected, refracted, or absorbed.
Student Book: pages 64, 65, 66, 67, 146, 147, 148, 149, 150, 151, 160, 161, 162, 163, 164, 165, 182, 183, 184, 185, 186, 187
Teacher's Guide: pages 26, 27, 60, 61, 64, 65, 74, 75
Skills Workbook: pages 25, 26, 73, 74

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
3. Measure energy and energy changes (e.g., temperature changes).
Student Edition: pages 106, 107, 108, 109, 110, 111
Teacher's Guide: pages 44, 45

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
4. Construct charts or diagrams that relate variables associated with energy changes (e.g., melting of ice over time).
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
1. Recognize that magnets can produce motion by attracting some materials (e.g., steel) and have no effect on others (e.g., plastics).
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
2. Describe how magnets have poles (N and S) and that like poles repel each other while unlike poles attract.
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
3. Observe that some forces produce motion without objects touching (e.g., magnetic force on nails).
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
4. Describe motion on different time scales (e.g., the slow motion of a plant turning toward light, the fast motion of a tuning fork).
Student Edition: pages 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 64, 65, 66, 67, 96, 97, 98, 99, 118, 119, 120, 121, 146, 147, 148, 149, 150, 151, 174, 175, 176, 177
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Skills Workbook: pages 9, 10, 11, 12, 25, 26, 39, 40, 47, 48, 59, 60, 69, 70

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
1. Know that an adaptation in physical structure or behavior can improve an organism’s chance for survival (e.g., horned toads, chameleons, cacti, mushrooms).
Student Edition: pages 38, 39, 40, 41, 60, 61, 62, 63, 68, 69, 70, 71, 72, 73, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 128, 129, 130, 131, 174, 175, 176, 177
Teacher’s Guide: pages 16, 17, 24, 25, 28, 29, 32, 33, 34, 35, 70, 71
Skills Workbook: pages 15, 16, 23, 24, 27, 28, 31, 32, 33, 34, 69, 70

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
2. Observe that plants and animals have structures that serve different purposes (e.g., shape of animals’ teeth).
Student Edition: pages 122, 123, 124, 125, 126, 127
Teacher’s Guide: pages 50, 51
Skills Workbook: pages 49, 50

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
3. Classify common animals according to their observable characteristics (e.g., body coverings, structure).
Student Edition: pages 102, 103, 104, 105, 132, 133, 134, 135
Teacher’s Guide: pages 42, 43, 54, 55
Skills Workbook: pages 41, 42, 53, 54

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
4. Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).
Student Edition: pages 60, 61, 62, 63
Teacher’s Guide: pages 24, 25
Skills Workbook: pages 23, 24

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Know that living things have similarities and differences and that living things change over time.
1. Identify how living things cause changes to the environments in which they live, and that some of these changes are detrimental to the organism and some are beneficial.
Student Book: pages 52, 53
Teacher's Guide: pages 188, 189, 190, 191
Skills Workbook: pages 51, 52

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Know that living things have similarities and differences and that living things change over time.
2. Know that some kinds of organisms that once lived on Earth have become extinct (e.g., dinosaurs) and that others resemble those that are alive today (e.g., alligators, sharks).
Student Book: pages 188, 189, 190, 191
Teacher's Guide: pages 76, 77
Skills Workbook: pages 53, 54, 75, 76

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Know the parts of the human body and their functions.
1. Know that bacteria and viruses are germs that affect the human body.
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Know the parts of the human body and their functions.
2. Describe the nutrients needed by the human body.
Student Edition: pages 56, 57, 58, 59, 166, 167, 168, 169
Teacher's Guide: pages 22, 23, 66, 67
Skills Workbook: pages 21, 22, 65, 66

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
1. Describe the objects in the solar system (e.g., sun, Earth and other planets, moon) and their features (e.g., size, temperature).
Student Edition: pages 50, 51, 52, 53, 54, 55
Teacher's Guide: pages 20, 21
Skills Workbook: pages 19, 20

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
2. Describe the relationships among the objects in the solar system (e.g., relative distances, orbital motions).
Student Edition: pages 50, 51, 52, 53, 54, 55
Teacher's Guide: pages 20, 21
Skills Workbook: pages 19, 20

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
3. Observe that the pattern of stars stays the same as they appear to move across the sky nightly.
Student Book: pages 20, 21

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
4. Observe that different constellations can be seen in different seasons.
This concept is not covered at this level.

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
5. Know that telescopes enhance the appearance of some distant objects in the sky (e.g., the moon, planets).
This concept is not covered at this level.

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
1. Know that Earth's features are constantly changes by a combination of slow and rapid processes that include the action of volcanoes, earthquakes, mountain building, biological changes, erosion, and weathering.
Student Edition: pages 32, 33, 34, 35, 36, 37, 88, 89, 90, 91, 178, 179, 180, 181, 196, 197, 198, 199, 200, 201
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Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
2. Know that fossils are evidence of earlier life and provide data about plants and animals that lived long ago.
Student Book: pages 188, 189, 190, 191
Teacher's Guide: pages 76, 77
Skills Workbook: pages 53, 54, 75, 76

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
3. Know that air takes up space, is colorless, tasteless, and odorless, and exerts a force.
Student Edition: pages 28, 29, 30, 31
Teacher's Guide: pages 12, 13
Skills Workbook: pages 11, 12

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
4. Identify how water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes (e.g., freezing/condensation, precipitation, evaporation).
Student Edition: pages 18, 19, 20, 21
Teacher's Guide: pages 8, 9
Skills Workbook: pages 7, 8

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
1. Describe how food packaging (e.g., airtight containers, data) and preparation (heating, cooling, salting, smoking, drying) extend food life and the safety of foods (e.g., elimination of bacteria).
This concept is not covered at this level.

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
2. Know that science produces information for the manufacture and recycling of materials (e.g., materials that can be recycled [aluminum, paper, plastic] and others that cannot [gasoline]).
Student Edition: pages 136, 137, 138, 139, 170, 171, 172, 173
Teacher's Guide: pages 56, 57, 68, 69
Skills Workbook: pages 55, 56, 67, 68

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
3. Know that naturally occurring materials (e.g., wood, clay, cotton, animal skins) may be processed or combined with other materials to change their properties.
This concept is not covered at this level.

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
4. Know that using poisons can reduce the damage to crops caused by rodents, weeds, and insects, but their use may harm other plants, animals, or the environment.
This concept is not covered at this level.

SRA Skills Handbook: Using Science
correlation to
New Mexico Science Standards
Grade 4

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
1. Use instruments to perform investigations (e.g., timers, balances) and communicate findings.
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 174, 175, 176, 177, 178, 179
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
2. Differentiate observation from interpretation and understand that a scientific explanation comes in part from what is observed and in part from how the observation is interpreted.
Student Book: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 54, 55, 56, 57, 82, 83, 84, 85, 154, 155, 156, 157, 158, 159, 174, 175, 176, 177, 178, 179
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
3. Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
Student Book: pages 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 54, 55, 56, 57, 72, 73, 74, 75, 76, 77, 154, 155, 156, 157, 158, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
4. Collect data in an investigation using multiple techniques, including control groups, and analyze those data to determine what other investigations could be conducted to validate findings.
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 54, 55, 56, 57, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 100, 101, 102, 103, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 154, 155, 156, 157, 158, 159, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Use scientific thinking and knowledge and communicate findings.
1. Communicate ideas and present findings about scientific investigations that are open to critique from others.
Student Edition: pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 78, 79, 80, 81, 82, 83, 84, 85, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193
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Skills Handbook: pages 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 31, 32, 33, 34, 59, 60, 61, 62, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Use scientific thinking and knowledge and communicate findings.
2. Describe how scientific investigations may differ from one another (e.g., observations of nature, measurements of things changing over time).
Student Edition: pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Use scientific thinking and knowledge and communicate findings.
3. Understand how data are used to explain how a simple system functions (e.g., a thermometer to measure heat loss as water cools).
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 100, 101, 102, 103, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
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Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
1. Conduct multiple trials using simple mathematical techniques to make and test predictions.
Student Edition: pages 22, 23, 24, 25, 26, 27
Teacher’s Guide: pages 10, 11
Skills Workbook: pages 9, 10

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
2. Use mathematical equations to formulate and justify predictions based on cause-and-effect relationships.
Student Edition: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 154, 155, 156, 157, 158, 159, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183
Teacher’s Guide: pages 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 33, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73
Skills Workbook: pages 3, 4, 5, 6, 9, 14, 61, 62, 67, 68, 69, 70, 71, 72

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.
3. Identify simple mathematical relationships in a scientific investigation (e.g., the relationship of the density of materials that will or will not float in water to the density of the water).
Student Edition: pages 8, 9, 10, 11, 12, 13
Teacher’s Guide: pages 4, 5
Skills Workbook: pages 3, 4

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Recognize that matter had different forms and properties.
1. Know that changes to matter may be chemical or physical and when two or more substances are combined, a new substance may be formed with properties that are different from the original substances (e.g., white glue and borax, cornstarch and water, vinegar and baking soda).
Student Book: pages 132, 133, 134, 135
Teacher's Guide: pages 54, 55

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Recognize that matter had different forms and properties.
2. Know that materials are made up of small particles (atoms and molecules) that are too small to see with the naked eye.
Student Edition: pages 114, 115, 116, 117, 118, 119
Teacher's Guide: pages 48, 49

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Recognize that matter had different forms and properties.
3. Know that the mass of the same amount of material remains constant whether it is together, in parts, or in a different state.
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
1. Identify the characteristics of several different forms of energy and describe how energy can be converted from one form to another (e.g., light to heat, motion to heat, electricity to heat, light, or motion).
Student Edition: pages 58, 59, 60, 61, 72, 73, 74, 75, 76, 77, 108, 109, 110, 111, 112, 113, 194, 195, 196, 197
Teacher's Guide: pages 24, 25, 30, 31, 46, 47, 78, 79
Skills Handbook: pages 23, 24, 29, 30, 45, 46, 77, 78

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
2. Recognize that energy can be stored in many ways (e.g., potential energy in gravity or springs, chemical energy in batteries).
Student Edition: pages 18, 19, 20, 21, 108, 109, 110, 111, 112, 113
Teacher's Guide: pages 8, 9, 46, 47
Skills Workbook: pages 7, 8, 45, 46

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
3. Describe how some waves move through materials (e.g., water, sound) and how others can move through a vacuum (e.g., x-ray, television, radio).
Skills Workbook: pages 77, 78

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Know that energy is needed to get things done and that energy has different forms.
4. Demonstrate how electricity flows through a simple circuit (e.g., by constructing one).
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
1. Know that energy can be carried from one place to another by waves (e.g., water waves, sound waves), by electric currents, and by moving objects.
Student Edition: pages 108, 109, 110, 111, 112, 113
Teacher's Guide: pages 46, 47
Skills Workbook: pages 19, 20, 45, 46

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
2. Describe the motion of an object by measuring its change of position over a period of time.
Student Edition: pages 22, 23, 24, 25, 26, 27
Teacher's Guide: pages 10, 11
Skills Workbook: pages 9, 10

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
3. Describe that gravity exerts more force on objects with greater mass (e.g., it takes more force to hold up a heavy object than a lighter one).
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Identify forces and describe the motion of objects.
4. Describe how some forces act on contact and other forces act at a distance (e.g., a person pushing a rock versus gravity acting on a rock).
Student Edition: pages 4, 5, 6, 7, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 50, 51, 52, 53, 142, 143, 144, 145, 146, 147, 162, 163, 164, 165
Teacher's Guide: pages 2, 3, 8, 9, 10, 11, 20, 21, 58, 59, 64, 65
Skills Handbook: pages 1, 2, 7, 8, 9, 10, 19, 20, 57, 58, 63, 64

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
1. Explain that different living organisms have distinctive structures and body systems that serve specific functions (e.g., walking, flying, swimming).
Student Edition: pages 62, 63, 64, 65, 66, 67, 86, 87, 88, 89, 100, 101, 102, 103, 166, 167, 168, 169, 184, 185, 186, 187, 188, 189
Teacher’s Guide: pages 26, 27, 36, 37, 42, 43, 66, 67, 74, 75
Skills Handbook: pages 25, 26, 35, 36, 41, 42, 65, 66, 73, 74

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
2. Know that humans and other living things have senses to help them detect stimuli, and that sensations (e.g., hunger) and stimuli (e.g., changes in the environment) influence the behavior of organisms.
Student Book: pages 62, 63, 64, 65, 66, 67, 86, 87, 88, 89, 100, 101, 102, 103
Teacher’s Guide: pages 26, 27, 36, 37, 42, 43
Skills Workbook: pages 41, 42

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
3. Describe how roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight (photosynthesis).
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
4. Describe the components of and relationships among organisms in a food chain (e.g., plants are the primary source of energy for living systems).
Student Edition: pages 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 94, 95, 96, 97, 100, 101, 102, 103, 166, 167, 168, 169, 184, 185, 186, 187, 188, 189
Teacher’s Guide: pages 16, 17, 18, 19, 26, 27, 28, 29, 40, 41, 42, 43, 66, 67, 74, 75
Skills Handbook: pages 15, 16, 17, 18, 25, 26, 27, 28, 39, 40, 41, 42, 65, 66, 73, 74

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Know that living things have diverse forms, structures, functions, and habitats.
5. Describe how all living things are made up of smaller units that are called cells.
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Know that living things have similarities and differences and that living things change over time.
1. Know that in any particular environment some kinds of plants and animals survive well, some survive less well, and others cannot survive at all.
Student Book: pages 42, 43, 44, 45, 46, 47, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 100, 101, 102, 103, 104, 105, 106, 107, 166, 167, 168, 169
Teacher's Guide: pages 18, 19, 26, 27, 28, 29, 42, 43, 44, 45, 66, 67
Skills Workbook: pages 27, 28, 41, 42, 65, 66

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Know that living things have similarities and differences and that living things change over time.
2. Know that a change in physical structure or behavior can improve an organism's chance of survival (e.g., a chameleon changes color, a turtle pulls its head into its shell, a plant grows toward the light).
Student Edition: pages 62, 63, 64, 65, 66, 67, 86, 87, 88, 89, 100, 101, 102, 103, 184, 185, 186, 187, 188, 189
Teacher's Guide: pages 26, 27, 36, 37, 42, 43, 74, 75
Skills Workbook: pages 25, 26, 35, 36, 41, 42, 73, 74

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Know that living things have similarities and differences and that living things change over time.
3. Describe how some living organisms have developed characteristics from generation to generation to improve chances of survival (e.g., spines on cacti, long beaks on hummingbirds, good eyesight on hawks).
Student Edition: pages 62, 63, 64, 65, 66, 67, 86, 87, 88, 89, 100, 101, 102, 103, 166, 167, 168, 169, 184, 185, 186, 187, 188, 189
Teacher's Guide: pages 26, 27, 36, 37, 42, 43, 66, 67, 74, 75
Skills Handbook: pages 25, 26, 35, 36, 41, 42, 65, 66, 73, 74

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Know the parts of the human body and their functions.
1. Know that the human body has many parts that interact to function as systems (e.g., skeletal, muscular) and describe the parts and their specific functions in selected systems (e.g., the nose, lungs, and diaphragm in the respiratory system).
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Know the parts of the human body and their functions.
2. Recognize that the human body is organized from cells, to tissues, to organs, to systems, to the organism.
This concept is not covered at this level.

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
1. Understand that the number of stars visible through a telescope is much greater than the number visible to the naked eye.
Student Book: pages 148, 149, 150, 151, 152, 153

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
2. Know that there are various types of telescopes that use different forms of light to observe distant objects in the sky.
Student Book: pages 148, 149, 150, 151, 152, 152
Teacher's Guide: pages 60, 61

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
A. Know the structure of the solar system and the objects in the universe.
3. Know that the pattern of stars (e.g., constellations) stays the same although they appear to move across the sky nightly due to Earth's rotation.
This concept is not covered at this level.

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
1. Know that the properties of rocks and minerals reflect the processes that shaped them (e.g., igneous, metamorphic, and sedimentary rocks).
This concept is not covered at this level.

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
2. Describe how weather patterns generally move from west to east in the United States.
Student Book: pages 8, 9, 10, 11, 12, 13, 174, 175, 176, 177, 178, 179, 190, 191, 192, 193
Teacher's Guide: pages 4, 5, 70, 71, 76, 77
Skills Workbook: pages 3, 4, 69, 70, 75, 76

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.
3. Know that local weather information describes patterns of change over a period of time (e.g., temperature, precipitation symbols, cloud conditions, wind speed/direction).
Student Book: pages 8, 9, 10, 11, 12, 13, 174, 175, 176, 177, 178, 179, 190, 191, 192, 193
Teacher's Guide: pages 4, 5, 70, 71, 76, 77
Skills Workbook: pages 3, 4, 69, 70, 75, 76

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
1. Know that science has identified substances called pollutants that get into the environment and can be harmful to living things.
Student Book: pages 72, 73, 74, 75, 76, 77, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113
Teacher's Guide: pages 26, 27, 30, 31, 44, 45

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
2. Know that, through science and technology, a wide variety of materials not appearing in nature have become available (e.g., steel, plastic, nylon, fiber optics).
Student Edition: pages 50, 51, 52, 53, 72, 73, 74, 75, 76, 77, 126, 127, 128, 129, 130, 131, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 162, 163, 164, 165, 194, 195, 196, 197
Teacher's Guide: pages 20, 21, 30, 31, 52, 53, 58, 59, 60, 61, 64, 65, 78, 79
Skills Handbook: pages 19, 20, 29, 30, 51, 52, 57, 58, 59, 60, 63, 64, 77, 78

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
3. Know that science has created ways to store and retrieve information (e.g., paper and ink, printing press, computers, CD-ROMs) but that these are not perfect (e.g., faulty programming, defective hardware).
Student Edition: pages 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147
Teacher's Guide: pages 3, 7, 11, 13, 17, 19, 21, 23, 25, 27, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 55, 56, 57, 58, 59, 61, 63, 65, 67, 69, 71, 73, 75, 79, 81
Skills Workbook: pages 55, 56, 57, 58

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Describe how science influences decisions made by individuals and societies.
4. Know that both men and women of all races and social backgrounds choose science as a career.
Student Edition: pages 38, 39, 40, 41, 90, 91, 92, 93, 114, 115, 116, 117, 118, 119, 126, 127, 128, 129, 130, 131, 162, 163, 164, 165, 194, 195, 196, 197
Teacher's Guide: pages 5, 13, 16, 17, 31, 38, 39, 45, 48, 49, 52, 53, 61, 64, 65, 78, 79, 81
Skills Workbook: pages 15, 16, 63, 64

SRA Skills Handbook: Using Science
correlation to
New Mexico Science Standards
Grade 5

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.
1. Plan and conduct investigations, including formulating testable questions, making systematic observations, developing logical conclusions, and communicating findings.
Student Book: pages 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47
Teacher’s Guide: pages 8, 9, 12, 13, 14, 15, 16, 17, 18, 19
Skills Workbook: pages 7, 8, 11, 12, 13, 14, 15, 16, 17, 18

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.
2. Use appropriate technologies (e.g., calculators, computers, spring balances, scales, microscopes) to perform scientific tests and to collect and display data.
Student Edition: pages 10, 11, 12, 13, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
Teacher’s Guide: pages 4, 5, 10, 11, 12, 13, 14, 15, 16, 17
Skills Workbook: pages 3, 4, 9, 10, 11, 12, 13, 14, 15, 16

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.
3. Use graphic representations (e.g., charts, graphs, tables, labeled diagrams) to present data and produce explanations for investigations.
Student Edition: pages 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 80, 81, 82, 83, 84, 85, 116, 117, 118, 119, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
Teacher’s Guide: pages 21, 33, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81
Skills Workbook: pages 19, 20, 21, 22, 23, 24, 33, 34, 47, 48, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.
4. Describe how credible scientific investigations use reproducible elements including single variables, controls, and appropriate sample sizes to produce valid scientific results.
Student Edition: pages 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 120, 121, 122, 123, 124, 125, 126, 127, 28, 129, 188, 189, 190, 191, 192, 193
Teacher’s Guide: pages 8, 9, 12, 13, 14, 15, 18, 19, 50, 51, 52, 53, 76, 77
Skills Workbook: pages 7, 8, 11, 12, 13, 14, 17, 18, 49, 50, 51, 52, 75, 76

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
A. Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.
5. Communicate the steps and results of a scientific investigation.
Student Edition: pages 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 80, 81, 82, 83, 84, 85, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201
Teacher’s Guide: pages 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 34, 35, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81
Skills Workbook: pages 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 33, 34, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.
1. Understand that different kinds of investigations are used to answer different kinds of questions (e.g., observations, data collection, controlled experiments).
Student Edition: pages 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 96, 97, 98, 99, 100, 101, 110, 111, 112, 113, 114, 115, 154, 155, 156, 157
Teacher’s Guide: pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 40, 41, 46, 47, 62, 63
Skills Workbook: pages 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 39, 40, 45, 46, 61, 62

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
B. Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.
2. Understand that scientific conclusions are subject to peer and public review.
Student Edition: pages 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 86, 87, 88, 89
Teacher’s Guide: pages 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 36, 37
Skills Workbook: pages 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 35, 36

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical ideas, tools, and techniques to understand scientific knowledge.
1. Use appropriate units to make precise and varied measurements.
Student Edition: pages 10, 11, 12, 13, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181
Teacher’s Guide: pages 4, 5, 10, 11, 12, 13, 34, 35, 68, 69, 70, 71, 72, 73
Skills Workbook: pages 3, 4, 9, 10, 11, 12, 15, 16, 67, 68, 69, 70, 71, 72

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical ideas, tools, and techniques to understand scientific knowledge.
2. Use mathematical skills to analyze data.
Student Edition: pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 50, 51, 52, 53, 80, 81, 82, 83, 84, 85, 102, 103, 104, 105, 154, 155, 156, 157, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177
Teacher’s Guide: pages 2, 3, 4, 5, 10, 11, 12, 13, 20, 21, 34, 35, 42, 43, 62, 63, 66, 67, 68, 69, 70, 71
Skills Workbook: pages 1, 2, 3, 4, 9, 10, 11, 12, 19, 20, 33, 34, 41, 42, 61, 62, 65, 66, 67, 68, 69, 70

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical ideas, tools, and techniques to understand scientific knowledge.
3. Make predictions based on analyses of data, observations, and explanations.
Student Edition: pages 4, 5, 6, 7, 8, 9, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 76, 77, 78, 79
Teacher’s Guide: pages 2, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 32, 33
Skills Workbook: pages 1, 2, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 31, 32

Strand 1: Standard 1: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
C. Use mathematical ideas, tools, and techniques to understand scientific knowledge.
4. Understand the attributes to be measured in a scientific investigation and describe the units, systems, and processes for making measurements.
Student Edition: pages 10, 11, 12, 13, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181
Teacher’s Guide: pages 4, 5, 10, 11, 12, 13, 34, 35, 68, 69, 70, 71, 72, 73
Skills Workbook: pages 3, 4, 9, 10, 11, 12, 15, 16, 67, 68, 69, 70, 71, 72

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
1. Describe properties (e.g., relative volume, ability to flow) of the three states of matter.
Student Edition: pages 10, 11, 12, 13, 42, 43, 44, 45, 46, 47
Teacher's Guide: pages 4, 5, 18, 19
Skills Workbook: pages 3, 4, 17, 18

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
2. Describe how matter changes from one phase to another (e.g., condensation, evaporation).
Student Edition: pages 10, 11, 12, 13, 22, 23, 24, 25, 42, 43, 44, 45, 46, 47
Teacher's Guide: pages 4, 5, 10, 11, 18, 19
Skills Workbook: pages 3, 4, 9, 10, 17, 18

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
3. Know that matter is made up of particles (atoms) that can combine to form molecules and that these particles are too small to see with the naked eye.
Student Edition: pages 42, 43, 44, 45, 46, 47
Teacher's Guide: pages 18, 19
Skills Workbook: pages 17, 18

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
4. Know that the periodic table is a chart of the pure elements that make up all matter.
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
5. Describe the relative location and motion of the particles (atoms and molecules) in each state of matter.
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
A. Know the forms and properties of matter and how matter interacts.
6. Explain the relationship between temperature and the motion of particles in each state of matter.
This concept is not covered at this level.

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Explain the physical processes involved in the transfer, change, and conservation of energy.
1. Know that heat is transferred from hotter to cooler materials or regions until both reach the same temperature.
Student Edition: pages 106, 107, 108, 109
Teacher's Guide: pages 44, 45
Skills Workbook: pages 43, 44

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Explain the physical processes involved in the transfer, change, and conservation of energy.
2. Know that heat is often produced as a by-product when one form of energy is converted to another form (e.g., when machines or organisms convert stored energy into motion).
Student Edition: pages 58, 59, 60, 61, 80, 81, 82, 83, 84, 85, 106, 107, 108, 109
Teacher's Guide: pages 24, 25, 34, 35, 44, 45
Skills Workbook: pages 23, 24

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Explain the physical processes involved in the transfer, change, and conservation of energy.
3. Know that there are different forms of energy.
Student Edition: pages 66, 67, 68, 69, 106, 107, 108, 109
Teacher's Guide: pages 28, 29, 44, 45
Skills Workbook: pages 27, 28, 43, 44

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
B. Explain the physical processes involved in the transfer, change, and conservation of energy.
4. Describe how energy can be stored and converted to a different form of energy (e.g., springs, gravity) and know that machines and living things convert stored energy to motion and heat.
Student Edition: pages 26, 27, 28, 29, 30, 31, 58, 59, 60, 61, 106, 107, 108, 109
Teacher's Guide: pages 12, 13, 24, 25, 44, 45
Skills Workbook: pages 11, 12, 23, 24

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Describe and explain forces that produce motion in objects.
1. Understand how the rate of change of position is the velocity of an object in motion.
Student Edition: pages 26, 27, 28, 29, 30, 31
Teacher's Guide: pages 12, 13
Skills Workbook: pages 11, 12

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Describe and explain forces that produce motion in objects.
2. Recognize that acceleration is the change in velocity with time.
Student Edition: pages 26, 27, 28, 29, 30, 31
Teacher's Guide: pages 12, 13
Skills Workbook: pages 11, 12

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Describe and explain forces that produce motion in objects.
3. Identify forces in nature (e.g., gravity, magnetism, electricity, friction).
Student Edition: pages 4, 5, 6, 7, 8, 9, 26, 27, 28, 29, 30, 31, 166, 167, 168, 169
Teacher's Guide: pages 2, 3, 12, 13, 66, 67
Skills Workbook: pages 11, 12, 65, 66, 89, 90

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Describe and explain forces that produce motion in objects.
4. Understand that when a force (e.g., gravity, friction) acts on an object, the object speeds up, slows down, or goes in a different direction.
Student Edition: pages 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 54, 55, 56, 57, 136, 137, 138, 139, 140, 141
Teacher's Guide: pages 10, 11, 12, 13, 22, 23, 56, 57
Skills Workbook: pages 9, 10, 11, 12, 21, 22, 55, 56

Content of Science: Standard 1: PHYSICAL SCIENCE: Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.
C. Describe and explain forces that produce motion in objects.
5. Identify simple machines and describe how they give advantage to users (e.g., levers, pulleys, wheels and axles, inclined planes, screws, wedges).
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.
1. Identify the components of habitats and ecosystems (producers, consumers, decomposers, predators).
Student Edition: pages 18, 19, 20, 21, 76, 77, 78, 79, 116, 117, 118, 119, 174, 175, 176, 177, 194, 195, 196, 197, 198, 199, 200, 201
Teacher's Guide: pages 8, 9, 32, 33, 48, 49, 70, 71, 78, 79, 80, 81
Skills Workbook: pages 7, 8, 31, 32, 47, 48, 69, 70, 77, 78, 79, 80

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.
2. Understand how food webs depict relationships between different organisms.
Student Book: pages 110, 111, 112, 113, 114, 115, 174, 175, 176, 177
Teacher’s Guide: pages 46, 47, 70, 71
Skills Workbook: pages 45, 46, 69, 70

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.
3. Know that changes in the environment can have different effects on different organisms (e.g., some organisms move, some survive, some reproduce, some die).
Student Edition: pages 32, 33, 34, 35, 36, 37, 62, 63, 64, 65, 76, 77, 78, 79, 174, 175, 176, 177
Teacher’s Guide: pages 14, 15, 26, 27, 32, 33, 70, 71
Skills Workbook: pages 13, 14, 25, 26, 31, 32, 69, 70

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
A. Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.
4. Describe how human activity impacts the environment.
Student Book: pages 32, 33, 34, 35, 36, 37, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 124, 125, 126, 127, 128, 129, 178, 179, 180, 181
Teacher’s Guide: pages 14, 15, 30, 31, 32, 33, 52, 53, 72, 73
Skills Workbook: pages 13, 14, 29, 30, 31, 32, 51, 52, 71, 72

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Understand how traits are passed from one generation to the next and how species evolve.
1. Know that plants and animals have life cycles that include birth, growth and development, reproduction, and death and that these cycles differ for different organisms.
Student Edition: pages 18, 19, 20, 21
Teacher’s Guide: pages 8, 9
Skills Workbook: pages 7, 8

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Understand how traits are passed from one generation to the next and how species evolve.
2. Identify characteristics of an organism that are inherited from its parents (e.g., eye color in humans, flower color in plants) and other characteristics that are learned or result from interactions with the environment.
Student Edition: pages 70, 71, 72, 73, 74, 75, 142, 143, 144, 145, 146, 147
Teacher’s Guide: pages 30, 31, 58, 59
Skills Workbook: pages 29, 30, 57, 58

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
B. Understand how traits are passed from one generation to the next and how species evolve.
3. Understand that heredity is the process by which traits are passed from one generation to another.
Student Edition: pages 70, 71, 72, 73, 74, 75, 142, 143, 144, 145, 146, 147
Teacher’s Guide: pages 30, 31, 58, 59
Skills Workbook: pages 29, 30, 57, 58

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Understand the structure of organisms and the function of cells in living systems.
1. Understand that all living organisms are composed of cells from one to many trillions, and that cells are usually only visible through a microscope.
This concept is not covered at this level.

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Understand the structure of organisms and the function of cells in living systems.
2. Know that some organisms are made of a collection of similar cells that cooperate (e.g., algae) while other organisms are made of cells that are different in appearance and function (e.g., corn, birds).
Student Edition: pages 54, 55, 56, 57
Teacher’s Guide: pages 22, 23
Skills Workbook: pages 21, 22

Content of Science: Standard 2: LIFE SCIENCE: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
C. Understand the structure of organisms and the function of cells in living systems.
3. Describe the relationships among cells, tissues, organs, organ systems, whole organisms, and ecosystems.
Student Book: pages 54, 55, 56, 57, 174, 175, 176, 177, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197
Teacher’s Guide: pages 22, 23, 70, 71, 76, 77, 78, 79
Skills Workbook: pages 21, 22, 69, 70, 75, 76, 77, 78

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
A. Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.
1. Know that many objects in the universe are huge and are separated from one another by vast distances (e.g., many stars are larger than the sun but so distant that they look like points of light).
Student Book: pages 102, 103, 104, 105
Teacher’s Guide: pages 42, 43
Skills Workbook: pages 41, 42

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
A. Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.
2. Understand that Earth is part of a larger solar system, which is part of an ever larger galaxy (Milky Way), which is one of many galaxies.
Skills Workbook: pages 41, 42

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
A. Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.
3. Know that there have been manned and unmanned journeys to space and to the moon.
Student Edition: pages 148, 149, 150, 151, 152, 153, 182, 183, 184, 185, 186, 187
Teacher’s Guide: pages 60, 61, 74, 75
Skills Workbook: pages 73, 74, 83, 84

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
B. Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth’s systems.
1. Understand that water and air relate to Earth’s processes, including:
<ul style="list-style-type: none"> • How the water cycle relates to weather • How clouds are made of tiny droplets of water, like fog or steam.
Student Edition: pages 4, 5, 6, 7, 8, 9
Teacher’s Guide: pages 2, 3
Skills Workbook: pages 1, 2

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
B. Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth’s systems.
2. Know that air is a substance that surrounds Earth (atmosphere), takes up space, and moves, and that temperature fluctuations and other factors produce wind currents.
Student Edition: pages 4, 5, 6, 7, 8, 9, 124, 125, 126, 127, 128, 129
Teacher’s Guide: pages 2, 3, 52, 53
Skills Workbook: pages 51, 52

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
B. Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth’s systems.
3. Know that most of Earth’s surface is covered by water, that most of that water is salt water in oceans, and that freshwater is found in rivers, lakes, underground sources, and glaciers.
Student Edition: pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 206, 207
Teacher’s Guide: pages 50, 51, 52, 53
Skills Workbook: pages 51, 52

Content of Science: Standard 3: EARTH and SPACE SCIENCE: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.
B. Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth’s systems.
4. Recognize that the seasons are caused by Earth’s motion around the sun and the tilt of Earth’s axis of rotation.
This concept is not covered at this level.

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Explain how scientific discoveries and inventions have changed individuals and societies.
1. Describe the contributions of science to understanding local or current issues (e.g., watershed and community decisions regarding water use).
Student Edition: pages 32, 33, 34, 35, 36, 37, 58, 59, 60, 61, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 90, 91, 92, 93, 106, 107, 108, 109, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 148, 149, 150, 151, 152, 153, 182, 183, 184, 185, 186, 187
Teacher’s Guide: pages 14, 15, 24, 25, 28, 29, 30, 31, 38, 39, 44, 45, 52, 53, 54, 55, 56, 57, 60, 61, 74, 75
Skills Workbook: pages 13, 14, 23, 24, 27, 28, 29, 30, 37, 38, 43, 44, 51, 52, 53, 54, 55, 56, 59, 60, 73, 74

Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.
A. Explain how scientific discoveries and inventions have changed individuals and societies.
2. Describe how various technologies have affected the lives of individuals (e.g., transportation, entertainment, health).
Student Edition: pages 32, 33, 34, 35, 36, 37, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 90, 91, 92, 93, 106, 107, 108, 109, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187
Teacher’s Guide: pages 14, 15, 28, 29, 30, 31, 38, 39, 44, 45, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 74, 75
Skills Workbook: pages 13, 14, 27, 28, 29, 30, 37, 38, 43, 44, 51, 52, 53, 54, 55, 56, 59, 60, 61, 62, 73, 74