

Next Generation Science Standards Grade 3 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, SEPs and CCCs Preview Presentation and Activities.

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all. Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.	Topic 1, Experience 1 Student Activity Companion Volume 1: 13, 15, 29, 31, 33, 35 Teacher Guide: 20, 22 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS2.A Forces and Motion Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)	Topic 1, Experience 1 Student Activity Companion Volume 1: 3, 5, 7, 9, 13, 15, 19–22, 23, 25, 29, 31, 33, 35 Teacher Guide: 15, 18, 20, 21, 22 Corresponding Digital Resources and Assessment
PS2.B Types of Interactions Objects in contact exert forces on each other.	Topic 1, Experience 1 Student Activity Companion Volume 1: 3, 5, 7, 9, 13, 15, 19–22, 29, 31 Teacher Guide: 15, 18, 20, 21, 22 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-3 Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	Topic 1, Experience 1 Student Activity Companion Volume 1: 13, 15, 29, 31, 33, 35 Teacher Guide: 20, 22 Corresponding Digital Resources and Assessment
NOS-1 Scientific Investigations Use a Variety of Methods Science investigations use a variety of methods, tools, and techniques.	Topic 1, Experience 1 Student Activity Companion Volume 1: 13, 15, 29, 31, 33, 35 Teacher Guide: 20, 22 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect Cause and effect relationships are routinely identified.	Topic 1, Experience 1 Student Activity Companion Volume 1: 7, 9, 13, 15, 19–22, 23, 29, 31, 33, 35 Teacher Guide: 18, 20, 21, 22 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw. Assessment Boundary: Assessment does not include technical terms such as period and frequency.	Topic 1, Experience 2 Student Activity Companion Volume 1: 37, 39, 43, 45, 63, 65 Teacher Guide: 26, 28, 30 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
PS2.A Forces and Motion The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)	Topic 1, Experience 2 Student Activity Companion Volume 1: 3, 37, 39, 43, 45, 49–52, 53, 55, 59, 61, 63, 65 Teacher Guide: 15, 26, 28, 29, 30 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-3 Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	Topic 1, Experience 2 Student Activity Companion Volume 1: 43, 45, 59, 61, 63, 65 Teacher Guide: 28, 30 Corresponding Digital Resources and Assessment
NOS-2 Science Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns.	Topic 1, Experience 2 Student Activity Companion Volume 1: 37, 43, 45, 49–52 Teacher Guide: 26, 28, 29 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-1 Patterns Patterns of change can be used to make predictions.	Topic 1, Experience 2 Student Activity Companion Volume 1: 37, 43, 45, 49–52, 53, 55, 59, 61, 63, 65 Teacher Guide: 26, 28, 29, 30 Corresponding Digital Resources and Assessment

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Performance Expectation 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force. Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.	Topic 2, Experience 1 Student Activity Companion Volume 1: 71, 73, 75, 77, 81, 83 Teacher Guide: 43, 46, 48 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 71, 73, 105, 111, 113 Teacher Guide: 43, 54, 5 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS2.B Types of Interactions Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	Topic 2, Experience 1 Student Activity Companion Volume 1: 71, 73, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 43, 48, 49, 50 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 105, 111, 113, 117–120, 121, 123, 127, 129, 131, 133 Teacher Guide: 43, 56, 57, 58 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-1 Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. Ask questions that can be investigated based on patterns such as cause and effect relationships.	Topic 2, Experience 1 Student Activity Companion Volume 1: 83, 91, 93, 97, 99 Teacher Guide: 48, 49, 50 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 111, 113 Teacher Guide: 56 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change.	Topic 2, Experience 1 Student Activity Companion Volume 1: 75, 77, 81, 83, 87–90, 97, 99, 101, 103 Teacher Guide: 46, 48, 49, 50 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 111, 113, 117–120, 121, 123, 127, 129, 131, 133 Teacher Guide: 56, 57, 58 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.* Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.	Topic 2, Experience 2 Student Activity Companion Volume 1: 121, 123, 131, 133 Teacher Guide: 57 Corresponding Digital Resources and Assessment Topic 2, Experience 3 Student Activity Companion Volume 1: 141, 143, 161, 163 Teacher Guide: 64, 66 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
PS2.B Types of Interactions Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	Topic 2, Experience 3 Student Activity Companion Volume 1: 141, 143, 147–150, 161, 163 Teacher Guide: 64, 65, 66 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-1 Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. Define a simple problem that can be solved through the development of a new or improved object or tool.	Topic 2, Experience 3 Student Activity Companion Volume 1: 141, 143, 151, 153, 157, 159, 161, 163 Teacher Guide: 64, 65, 66 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
STSE-2 Connections to Engineering, Technology, and Applications of Science Interdependence of Science, Engineering, and Technology Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.	Topic 2, Experience 3 Student Activity Companion Volume 1: 141, 143, 147–150 Teacher Guide: 64, 65 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Clarification Statement: Changes organisms go through during their life form a pattern. Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.	Topic 4, Experience 1 Student Activity Companion Volume 2: 13, 15, 17, 21–24, 25, 27, 31, 33, 35, 37 Teacher Guide: 128, 129, 130 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS1.B Growth and Development of Organisms • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	Topic 4, Experience 1 Student Activity Companion Volume 2: 13, 15, 17, 21–24, 25, 27, 31, 33 Teacher Guide: 128, 129, 130 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-2 Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Develop models to describe phenomena.	Topic 4, Experience 1 Student Activity Companion Volume 2: 13, 15, 17, 21–24, 25, 27, 31, 33, 35, 37 Teacher Guide: 128, 129, 130 Corresponding Digital Resources and Assessment
NOS-2 Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence • Science findings are based on recognizing patterns.	Topic 4, Experience 1 Student Activity Companion Volume 2: 13, 15, 17, 21–24, 25, 27, 31, 33 Teacher Guide: 128, 129, 130 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-2 Patterns • Patterns of change can be used to make predictions.	Topic 4, Experience 1 Student Activity Companion Volume 2: 13, 15, 17, 25, 27, 31, 33 Teacher Guide: 128, 129, 130 Corresponding Digital Resources and Assessment

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Performance Expectation 3-LS2-1 Construct an argument that some animals form groups that help members survive.	Topic 5, Experience 2 Student Activity Companion Volume 2: 145, 151, 153, 155, 159–162, 163, 165, 169, 171, 173, 175 Teacher Guide: 170, 172, 173, 174 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	Topic 5, Experience 2 Student Activity Companion Volume 2: 145, 151, 153, 155, 163, 165, 169, 171 Teacher Guide: 170, 172, 173, 174 Corresponding Digital Resources and Assessment
LS2.D Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2).	
Science and Engineering Practices	Topic 5, Experience 2 Student Activity Companion Volume 2: 145, 151, 153, 155, 159–162, 163, 165, 169, 171, 173, 175 Teacher Guide: 170, 172, 173, 174 Corresponding Digital Resources and Assessment
SEP-7 Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Construct an argument with evidence, data, and/or a model.	
Crosscutting Concepts	Topic 5, Experience 2 Student Activity Companion Volume 2: 151, 153, 155, 159–162, 163, 165, 169, 171 Teacher Guide: 172, 173, 174 Corresponding Digital Resources and Assessment
CCC-2 Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.	Topic 4, Experience 2 Student Activity Companion Volume 2: 39, 45, 47, 49, 51, 59, 61, 69, 71 Teacher Guide: 134, 136, 137, 138 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS3.A Inheritance of Traits Many characteristics of organisms are inherited from their parents.	Topic 4, Experience 2 Student Activity Companion Volume 2: 39, 45, 47, 49, 51, 55–58, 59, 61, 65, 67, 69, 71 Teacher Guide: 134, 136, 137, 138 Corresponding Digital Resources and Assessment
LS3.B Variation of Traits Different organisms vary in how they look and function because they have different inherited information.	Topic 4, Experience 2 Student Activity Companion Volume 2: 45, 47, 49, 51, 55–58, 59, 61, 65, 67 Teacher Guide: 136, 137, 138 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-4 Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. Analyze and interpret data to make sense of phenomena using logical reasoning.	Topic 4, Experience 2 Student Activity Companion Volume 2: 45, 47, 49, 51, 59, 61, 69, 71 Teacher Guide: 136, 137, 138 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-1 Patterns Similarities and differences in patterns can be used to sort and classify natural phenomena.	Topic 4, Experience 2 Student Activity Companion Volume 2: 45, 47, 49, 51, 55–58, 59, 61 Teacher Guide: 136, 137, 138 Corresponding Digital Resources and Assessment

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Performance Expectation 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.	Topic 4, Experience 3 Student Activity Companion Volume 2: 3, 73, 79, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 123, 142, 144, 145, 146 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS3.A Inheritance of Traits Other characteristics result from individuals’ interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.	Topic 4, Experience 3 Student Activity Companion Volume 2: 73, 79, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 142, 144, 145, 146 Corresponding Digital Resources and Assessment
LS3.B Variation of Traits The environment also affects the traits that an organism develops.	Topic 4, Experience 3 Student Activity Companion Volume 2: 73, 79, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 142, 144, 145, 146 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. Use evidence (e.g., observations, patterns) to support an explanation.	Topic 4, Experience 3 Student Activity Companion Volume 2: 73, 79, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 142, 144, 145, 146 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-2 Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	Topic 4, Experience 3 Student Activity Companion Volume 2: 73, 79, 81, 83, 87–90, 91, 93, 97, 99, 101, 103 Teacher Guide: 142, 144, 145, 146 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms. Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.	Topic 6, Experience 1 Student Activity Companion Volume 2: 211, 213, 215, 221, 223, 227–230, 237, 239, 241, 243, 245 Teacher Guide: 195, 198, 200, 201, 202 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 211, 213, 247, 253, 255, 257, 261–264, 271, 273, 275, 277, 279 Teacher Guide: 195, 206, 208, 209, 210 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas LS4.A Evidence of Common Ancestry and Diversity - Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K–2) - Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.	Topic 6, Experience 1 Student Activity Companion Volume 2: 211, 213, 215, 221, 223, 227–230, 237, 239, 241, 243, 245 Teacher Guide: 195, 198, 200, 201, 202 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 211, 213, 247, 253, 255, 257, 261–264, 271, 273, 275, 277, 279 Teacher Guide: 195, 206, 208, 209, 210 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-4 Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. Analyze and interpret data to make sense of phenomena using logical reasoning.	Topic 6, Experience 1 Student Activity Companion Volume 2: 221, 223, 237, 239, 241, 243, 245 Teacher Guide: 200, 202 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 255, 257, 271, 273, 275, 277, 279 Teacher Guide: 208, 210 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-3 Scale, Proportion, and Quantity Observable phenomena exist from very short to very long time periods.	Topic 6, Experience 1 Student Activity Companion Volume 2: 221, 223, 227–230 Teacher Guide: 200, 201 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 253, 255, 257, 261–264, 275, 277, 279 Teacher Guide: 208, 209, 210 Corresponding Digital Resources and Assessment
NOS-6 Connections to Nature of Science Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes consistent patterns in natural systems.	Topic 6, Experience 1 Student Activity Companion Volume 2: 221, 223, 227–230 Teacher Guide: 200, 201 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 253, 255, 257, 261–264 Teacher Guide: 208, 209 Corresponding Digital Resources and Assessment

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Performance Expectation 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.	Topic 5, Experience 1 Student Activity Companion Volume 2: 109, 111, 113, 119, 121, 123, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 159, 162, 164, 165, 166 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas LS4.B Natural Selection Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	Topic 5, Experience 1 Student Activity Companion Volume 2: 113, 119, 121, 123, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 162, 164, 165, 166 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. Use evidence (e.g., observations, patterns) to construct an explanation.	Topic 5, Experience 1 Student Activity Companion Volume 2: 113, 119, 121, 123, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 162, 164, 165, 166 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	Topic 5, Experience 1 Student Activity Companion Volume 2: 109, 111, 113, 117–120, 121, 123, 127, 129, 131, 133 Teacher Guide, 154, 155, 156 Corresponding Digital Resources and Assessment

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Performance Expectation 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.	Topic 5, Experience 1 Student Activity Companion Volume 2: 109, 111, 113, 131, 133, 137, 139, 141, 143 Teacher Guide: 159, 162, 164, 165, 166 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 265, 267, 271, 273 Teacher Guide: 209, 210 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS4.C Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	Topic 5, Experience 1 Student Activity Companion Volume 2: 113, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 162, 165, 166 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-7 Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Construct an argument with evidence.	Topic 5, Experience 1 Student Activity Companion Volume 2: 113, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 162, 165, 166 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 271, 273 Teacher Guide: 210 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-2 Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	Topic 5, Experience 1 Student Activity Companion Volume 2: 119, 121, 123, 127–130, 131, 133, 137, 139, 141, 143 Teacher Guide: 164, 165, 166 Corresponding Digital Resources and Assessment Topic 6, Experience 2 Student Activity Companion Volume 2: 265, 267, 271, 273 Teacher Guide: 209, 210 Corresponding Digital Resources and Assessment

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Performance Expectation 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms. Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192, 193, 195, 203, 205 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS2.C Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary)	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192, 193, 195, 199, 201, 203, 205 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
LS4.D Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192, 193, 195, 199, 201, 203, 205 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-7 Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192, 193, 195, 203, 205 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-4 Systems and System Models A system can be described in terms of its components and their interactions.	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192, 203, 205 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
STSE-2 Connections to Engineering, Technology, and Applications of Science Interdependence of Engineering, Technology, and Science on Society and the Natural World Knowledge of relevant scientific concepts and research findings is important in engineering.	Topic 5, Experience 3 Student Activity Companion Volume 2: 183, 185, 189–192 Teacher Guide: 180, 181 Corresponding Digital Resources and Assessment

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Performance Expectation 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.	Topic 3, Experience 1 Student Activity Companion Volume 1: 179, 181, 183, 187–190, 201, 203, 205, 207 Teacher Guide: 84, 85, 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 215, 217, 219 Teacher Guide: 92 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS2.D Weather and Climate Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.	Topic 3, Experience 1 Student Activity Companion Volume 1: 179, 181, 183, 201, 203, 205, 207 Teacher Guide: 84, 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 215, 217, 219, 187–190, 227, 229, 233, 235 Teacher Guide: 92, 93, 94 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-4 Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	Topic 3, Experience 1 Student Activity Companion Volume 1: 179, 181, 183, 187–190, 201, 203, 205, 207 Teacher Guide: 84, 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 215, 217, 219, 233, 235 Teacher Guide: 92, 94 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-1 Patterns Patterns of change can be used to make predictions.	Topic 3, Experience 1 Student Activity Companion Volume 1: 201, 203, 205, 207 Teacher Guide: 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 215, 217, 219, 223–226, 227, 229, 233, 235 Teacher Guide: 93, 94 Corresponding Digital Resources and Assessment

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Performance Expectation 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	Topic 3, Experience 4 Student Activity Companion Volume 1: 277, 279, 281, 285–288, 289, 291, 299, 301 Teacher Guide: 108, 109, 110 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS2.D Weather and Climate • Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years.	Topic 3, Experience 4 Student Activity Companion Volume 1: 277, 279, 281, 285–288, 289, 291, 299, 301 Teacher Guide: 108, 109, 110 Corresponding Digital Resources and Assessment
LS4.D Biodiversity and Humans • Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	Topic 5, Experience 3 Student Activity Companion Volume 1: 185, 187, 189–192, 195, 197, 201, 203, 205, 207 Teacher Guide: 180, 181, 182 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-8 Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. • Obtain and combine information from books and other reliable media to explain phenomena.	Topic 3, Experience 4 Student Activity Companion Volume 1: 277, 279, 281, 289, 291, 299, 301 Teacher Guide: 108, 109, 110 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-1 Patterns • Patterns of change can be used to make predictions.	Topic 3, Experience 4 Student Activity Companion Volume 1: 288, 289, 291, 295, 297 Teacher Guide: 109, 110 Corresponding Digital Resources and Assessment

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Performance Expectation 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.* Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.	Topic 3, Experience 3 Student Activity Companion Volume 1: 169, 171, 247, 249, 257, 259, 267, 269 Teacher Guide: 79, 100, 101, 102 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ESS3.B Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	Topic 3, Experience 3 Student Activity Companion Volume 1: 169, 171, 241, 247, 249, 253–256, 257, 259, 263, 265, 267, 269 Teacher Guide: 79, 98, 100, 101, 102 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-7 Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	Topic 3, Experience 3 Student Activity Companion Volume 1: 247, 249, 257, 259, 263, 265, 267, 269 Teacher Guide: 100, 101, 102 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change.	Topic 3, Experience 3 Student Activity Companion Volume 1: 247, 249, 253–256, 257, 259, 263, 265, 267, 269 Teacher Guide: 100, 101, 102 Corresponding Digital Resources and Assessment
STSE-1 Connections to Engineering, Technology, and Applications of Science Influence of Engineering, Technology, and Science on Society and the Natural World Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).	Topic 3, Experience 3 Student Activity Companion Volume 1: 241, 247, 249, 253–256, 257, 259, 263, 265, 267, 269 Teacher Guide: 98, 100, 101, 102 Corresponding Digital Resources and Assessment
NOS-7 Connections to Nature of Science Science is a Human Endeavor Science affects everyday life.	Topic 3, Experience 3 Student Activity Companion Volume 1: 247, 249, 253–256, 257, 259, 263, 265 Teacher Guide: 100, 101, 102 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Topic 2, Experience 3 Student Activity Companion Volume 1: 139, 141, 143 Teacher Guide: 64 Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas ETS1.A Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.	Topic 2, Experience 3 Student Activity Companion Volume 1: 139, 141, 143 Teacher Guide: 64 Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-1 Asking questions (for science) and defining problems (for engineering) Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	Topic 2, Experience 3 Student Activity Companion Volume 1: 139, 141, 143 Teacher Guide: 64 Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Corresponding Digital Resources and Assessment
Crosscutting Concepts STSE-1 Influence of Science, Engineering, and Technology on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies.	Topic 2, Experience 3 Student Activity Companion Volume 1: 139, 141, 143 Teacher Guide: 64 Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Topic 2, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 3, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ETS1.B: Developing Possible Solutions • Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-6 Constructing explanations (for science) and designing solutions (for engineering) Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
STSE-1 Influence of Science, Engineering, and Technology on Society and the Natural World • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ETS1.B: Developing Possible Solutions • Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
ETS1.C Optimizing the Design Solution • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
STSE-1 Influence of Science, Engineering, and Technology on Society and the Natural World • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.	Topic 3, Experience 3 Student Activity Companion Volume 1: 243, 247, 249, 267, 269 Teacher Guide: 100, 102 Topic 5, Experience 3 Student Activity Companion Volume 2: 181, 183, 185 Teacher Guide: 180 Corresponding Digital Resources and Assessment

ELA/Literacy Standards

Grade 3 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, SEPs and CCCs Preview Presentation and Activities, and Virtual Labs.

ELA/Literacy: Reading Standards for Informational Text		WHERE YOU WILL FIND IT
Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1) (3-PS2-3) (3-LS2-1) (3-LS3-1) (3-LS3-2) (3-LS4-1) (3-LS4-2) (3-LS4-3) (3-LS4-4) (3-ESS2-2)	Student Activity Companion Volume 1: 23, 25, 53, 55, 91, 93, 121, 123, 151, 153, 191, 193, 227, 229, 257, 259, 263, 265, 289, 291; Volume 2: 25, 27, 59, 61, 91, 93, 131, 133, 137, 139, 163, 165, 169, 171, 173, 175, 193, 195, 231, 233, 265, 267 Teacher Guide: 21, 29, 49, 57, 65, 85, 93, 101, 102, 109, 129, 137, 145, 165, 166, 173, 174, 181, 201, 209 Corresponding Digital Resources and Assessment	
Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1) (3-LS3-2) (3-LS4-1) (3-LS4-2) (3-LS4-3) (3-LS4-4)	Student Activity Companion Volume 2: 59, 61, 91, 93, 131, 133, 193, 195, 231, 233 Teacher Guide: 137, 145, 165, 181, 201 Corresponding Digital Resources and Assessment	
Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3) (3-LS2-1) (3-LS3-1) (3-LS3-2) (3-LS4-1) (3-LS4-2) (3-LS4-3) (3-LS4-4)	Student Activity Companion Volume 1: 91, 93, 121, 123; Volume 2: 59, 61, 91, 93, 131, 133, 163, 165, 173, 175, 193, 195, 203, 205, 253, 255, 257, 265, 267, 275, 277, 279 Teacher Guide: 49, 57, 137, 145, 165, 173, 174, 181, 182, 208, 209, 210 Corresponding Digital Resources and Assessment	
Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Student Activity Companion Volume 1: 27, 57, 95, 125, 155, 195, 231, 261, 293; Volume 2: 29, 63, 95, 135, 167, 197, 235, 269 Teacher Guide: 21, 29, 49, 57, 65, 85, 93, 101, 109, 129, 137, 145, 165, 173, 181, 201, 209 Corresponding Digital Resources and Assessment	
Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)	Student Activity Companion Volume 2: 21-24, 25, 27, 31, 33, 35, 37 Teacher Guide: 129, 130 Corresponding Digital Resources and Assessment	

ELA/Literacy: Reading Standards for Informational Text		WHERE YOU WILL FIND IT
Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)	Student Activity Companion Volume 1: 91, 93, 121, 123 Teacher Guide: 49, 57 Corresponding Digital Resources and Assessment	
ELA/Literacy: Writing Standards		WHERE YOU WILL FIND IT
Text Types and Purposes* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1) (3-LS4-1) (3-LS4-3) (3-LS4-4) (3-ESS3-1)	Student Activity Companion Volume 2: 95, 205, 253, 255, 257, 271, 273 Teacher Guide: 182, 208, 210 Corresponding Digital Resources and Assessment	
Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1) (3-LS3-2) (3-LS4-1) (3-LS4-2) (3-LS4-3) (3-LS4-4)	Student Activity Companion Volume 1: 29, 31, 59, 61, 97, 99, 127, 129, 157, 159, 197, 199, 233, 235, 263, 265, 295, 297; Volume 2: 31, 33, 59, 61, 65, 67, 69, 71, 91, 93, 97, 99, 131, 133, 137, 139, 169, 171, 193, 195, 199, 201, 203, 205, 237, 239, 265, 267, 271, 273 Teacher Guide: 22, 30, 50, 58, 66, 86, 94, 102, 110, 130, 137, 138, 145, 146, 165, 166, 174, 181, 182, 202, 209, 210 Corresponding Digital Resources and Assessment	
Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1) (3-PS2-2) (3-ESS3-1)	Student Activity Companion Volume 1: 13, 15, 23, 25, 33, 35, 43, 45, 53, 55, 63, 65, 81, 83, 101, 103, 111, 113, 131, 133, 141, 143, 161, 163, 179, 181, 183, 201, 203, 205, 207, 215, 217, 219, 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 281, 299, 301; Volume 2: 13, 15, 17, 35, 37, 45, 47, 49, 51, 69, 71, 79, 81, 83, 101, 103, 119, 121, 123, 141, 143, 151, 153, 155, 173, 175, 183, 185, 203, 205, 221, 223, 241, 243, 245, 253, 255, 257, 275, 277, 279 Teacher Guide: 20, 21, 22, 28, 29, 30, 48, 50, 56, 58, 64, 66, 84, 86, 92, 94, 100, 101, 102, 108, 110, 128, 130, 136, 138, 144, 146, 164, 166, 172, 174, 180, 182, 200, 202, 208, 210 Corresponding Digital Resources and Assessment	
Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1) (3-PS2-2) (3-LS4-1) (3-ESS2-2)	Student Activity Companion Volume 1: 3, 5, 7, 23, 25, 29, 31, 37, 53, 55, 59, 61, 63, 65, 71, 73, 75, 97, 99, 105, 127, 129, 135, 157, 159, 169, 171, 173, 197, 199, 209, 233, 235, 241, 263, 265, 271, 277, 279, 281, 289, 291, 295, 297, 299, 301; Volume 2: 3, 5, 7, 31, 33, 39, 65, 67, 73, 97, 99, 109, 111, 113, 137, 139, 145, 169, 171, 177, 199, 201, 211, 213, 215, 237, 239, 247, 253, 255, 257, 271, 273, 275, 277, 279 Teacher Guide: 15, 18, 21, 26, 29, 30, 43, 46, 54, 62, 79, 82, 90, 98, 106, 108, 109, 110, 123, 126, 134, 142, 159, 162, 170, 178, 195, 198, 206, 208, 210 Corresponding Digital Resources and Assessment	

ELA/Literacy: Speaking and Listening Standards		WHERE YOU WILL FIND IT
Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.		
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	Student Activity Companion Volume 1: 3, 5, 7, 37, 71, 73, 75, 105, 135, 169, 171, 173, 209, 241, 271; Volume 2: 3, 5, 7, 39, 73, 109, 111, 113, 145, 177, 211, 213, 215, 247 Teacher Guide: 15, 18, 26, 43, 46, 54, 62, 79, 82, 90, 98, 106, 123, 126, 134, 142, 159, 162, 170, 178, 195, 198, 206 Corresponding Digital Resources and Assessment	
Comprehension and Collaboration Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)	Student Activity Companion Volume 1: 91, 93, 131, 133 Teacher Guide: 49, 58 Corresponding Digital Resources and Assessment	
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1) (3-LS3-2) (3-LS4-2) (3-LS4-3) (3-LS4-4)	Student Activity Companion Volume 1: 3, 5, 7, 37, 71, 73, 75, 105, 135, 169, 171, 173, 209, 241, 271; Volume 2: 3, 5, 7, 39, 59, 61, 69, 71, 73, 91, 93, 109, 111, 113, 131, 133, 141, 143, 145, 177, 193, 195, 199, 201, 203, 205, 211, 213, 215, 247, 275, 277, 279 Teacher Guide: 15, 18, 26, 43, 46, 54, 62, 79, 82, 90, 98, 106, 123, 126, 134, 137, 138, 142, 145, 159, 162, 165, 166, 170, 178, 181, 182, 195, 198, 206, 210 Corresponding Digital Resources and Assessment	
Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1)	Student Activity Companion Volume 2: 35, 37 Teacher Guide: 130 Corresponding Digital Resources and Assessment	

Notes:

Mathematics Standards

Grade 3 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, SEPs and CCCs Preview Presentation and Activities, and Virtual Labs.

Mathematics Standards	WHERE YOU WILL FIND IT
Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT Number and Operations in Base Ten (3-LS1-1, 3-LS2-1)	Student Activity Companion Volume 2: 15, 17, 151, 153, 155 Teacher Guide: 128, 172 Corresponding Digital Resources and Assessment
Number and Operations—Fractions Develop understanding of fractions as numbers.	
3.NF Number and Operations—Fractions (3-LS1-1)	Student Activity Companion Volume 2: 13, 15, 17 Teacher Guide: 128 Corresponding Digital Resources and Assessment
Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; Represent and interpret data; Geometric measurement: understand concepts of area and relate area to multiplication and to addition; Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1, 3-ESS2-1)	Student Activity Companion Volume 1: 33, 35, 215, 217, 219 Teacher Guide: 22, 92 Corresponding Digital Resources and Assessment
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2, 3-LS4-3, 3-ESS2-1)	Student Activity Companion Volume 1: 179, 181, 183, 201, 203, 205, 207, 215, 217; Volume 2: 119, 121, 123 Teacher Guide: 84, 86, 92, 164 Corresponding Digital Resources and Assessment
3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1, 3-LS3-2, 3-LS4-1)	Student Activity Companion Volume 2: 45, 47, 49, 51, 69, 71, 79, 81, 83, 101, 103, 221, 222, 241, 243, 245 Teacher Guide: 136, 138, 144, 146, 200, 202 Corresponding Digital Resources and Assessment

Mathematics Standards	WHERE YOU WILL FIND IT
The Standards for Mathematical Practice These standards describe varieties of important processes and proficiencies. Processes include: problem solving, reasoning and proof, communication, representation, and connections. Proficiencies include: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.	
MP.2 Reason abstractly and quantitatively. (3-PS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)	Student Activity Companion Volume 1: 13, 15, 33, 35, 179, 181, 183, 201, 203, 205, 207, 215, 217, 219; Volume 2: 45, 47, 49, 51, 69, 71, 79, 81, 83, 101, 103, 119, 121, 123, 183, 185, 221, 222, 241, 243, 245, 253, 255, 257, 275, 277, 279 Teacher Guide: 20, 22, 84, 86, 92, 136, 138, 144, 146, 164, 180, 200, 202, 208 Corresponding Digital Resources and Assessment
MP.4 Model with mathematics. (3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-4, 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)	Student Activity Companion Volume 1: 179, 181, 183, 201, 203, 205, 207, 215, 217, 219; Volume 2: 13, 15, 17, 45, 47, 49, 51, 69, 71, 79, 81, 83, 101, 103, 119, 121, 123, 151, 153, 155, 221, 222, 241, 243, 245 Teacher Guide: 84, 86, 92, 128, 136, 138, 144, 146, 164, 172, 200, 202 Corresponding Digital Resources and Assessment
MP.5 Use appropriate tools strategically. (3-PS2-1, 3-LS4-1, 3-LS4-2, 3-ESS2-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)	Student Activity Companion Volume 1: 13, 15, 33, 35, 215, 217, 219; Volume 2: 221, 222, 241, 243, 245 Teacher Guide: 20, 22, 92, 200, 202 Corresponding Digital Resources and Assessment

