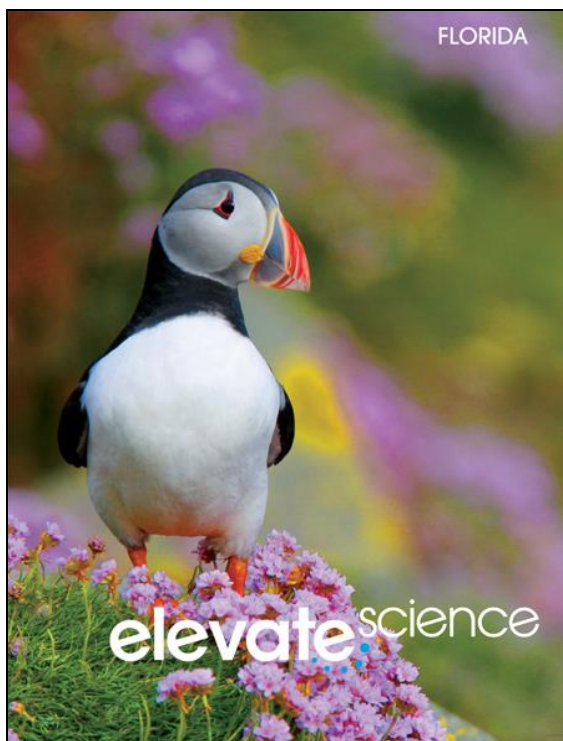
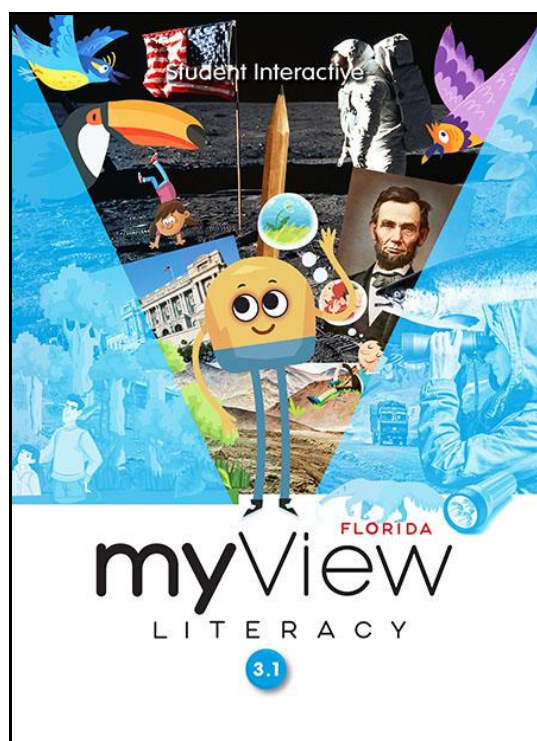


A Correlation of



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To the Florida Course Standards for Science Grade 3

**A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022
to the Florida Course Standards for Science
Grade 3**

Introduction

This document demonstrates how ***Florida myView Literacy, 2022*** and ***Florida Elevate Science, 2019*** meet the ***Florida Course Standards for Science***. Correlation page references are to the Student Edition Teacher Edition and are cited by grade, and page references.

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

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

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<p>SC.3.E.5.1 Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.</p>	<p>SE/TE: Investigate Lab: What makes a star brighter?, 7 Star Brightness and Distance, 8 Stars, 8 Types of Stars, 9 Quest Check-In: Brighter - or Not?, 14 Quest Check-In Lab: How are distance and brightness related?, 24-25</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 3: <u>Selections</u> Primary Source: Steps on the Moon T18–T19 Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
<p>SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.</p>	<p>SE/TE: How the Sun Affects Earth, 21 Be a Scientist: Energy Transfer, 97</p>	<p>Teachers can explore this objective with the following:</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T43 (Rainbows) Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T20–T21 <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
<p>SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.</p>	<p>SE/TE: Investigate Lab: What makes a star brighter?, 7 Star Brightness and Distance, 8 Quest Check in Lab, 24-25</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i> T226–T251 Unit 3: <u>Selections</u> Primary Source: Steps on the Moon T18–T19 Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>

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SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	SE/TE: Gravity, 22	Unit 2: <u>Instructional Content and Activities</u> Intervention Activity: Living in Space, T306
SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	SE/TE: uInvestigate Lab: How many stars are there?, 4 Visual Literacy Connection: What are types of telescopes?, 10-11 Seeing More, 12 uBe a Scientist: Make a Telescope, 13	Teachers can use the following selections and activities to introduce this concept. Unit 3: <u>Selections</u> Primary Source: Steps on the Moon T18–T19
SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.	SE/TE: uInvestigate Lab: How much does the sun heat objects?, 19 uBe a Scientist: Sunlight and Temperature, 21 How the Sun Affects the Earth, 21 uDemonstrate Lab: How can you measure radiant energy?, 32-33 uBe a Scientist: Energy Transfer, 97	Teachers can explore this objective with the following: Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i> T226–T251 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science: T116 (Sky Is Blue) Cross-Curricular Perspectives: Social Studies, T238 (Sahara Desert) Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T43 (Rainbows) Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)
SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	SE/TE: uInvestigate Lab: Why does a plant need leaves?, 125 Leaves Help Plants, 127 Other Ways Leaves Help Plants, 130 Parts of a Plant, 134 Model It!, 135 Stems, 135 Roots, 138 Flowers Make Seeds, 147	Teachers can introduce this concept with the following: Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> T32–T49

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<p>SC.3.N.1.5 Recognize that scientists question, discuss, and check each other's' evidence and explanations.</p>	<p>SE/TE: Comparing Results, EM2 Keeping Records, EM3 Communication, EM3 Scientific Investigations, EM8 Evaluating Investigations, EM9</p>	<p>Students can explore this objective with the following science-based texts.</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Infographic: How Do People Survive in an Environment? T212–T213 Read: <i>Living in Deserts</i> T226–T251 <u>Leveled Readers</u> Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 Infographic: Bringing Animals Back T202–T203 Read: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i> T216–T223 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Animals of the Everglades (Informational Text) Earth Environments (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T53 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T98–T111</p>

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SC.3.N.1.6 Infer based on observation.	SE/TE: uConnect Lab: What happens when you rub objects together?, 38 uInvestigate Lab: How do plants respond to gravity?, 133 Investigations and Experiments, EM7	Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3. Unit 2: <u>Instructional Content and Activities</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T454–T469 Unit 5: <u>Instructional Content and Activities</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T460–T475
SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	SE/TE: uInvestigate Lab: How many stars are there?, 4 uInvestigate Lab: What makes a star brighter?, 7 uDemonstrate Lab: How can you measure radiant energy?, 32-33 Science Practice Toolbox: Construct an Explanation, 139 STEM Quest Check-In Lab: Which kind of root stops erosion best?, 140-141 Questions and Investigations, EM0 Empirical Evidence, EM4 Supporting Claims with Evidence, EM5	Teachers can use the following selections and activities to introduce this concept. Unit 1: <u>Selections</u> Read Aloud: “Surviving in the Four Corners” T214–T215 (temperature) Read: <i>Living in Deserts</i> , T229 (inches, centimeters); T231 (temperature, Celsius, Fahrenheit); T233 (kilometers) Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T40 (temperature) <u>Leveled Readers</u> The Weighting Game (Science Fiction)

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<p>SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</p>	<p>SE/TE: Heat, 107 Communication, EM3</p>	<p>The following selections includes specialized vocabulary.</p> <p>Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i> T226–T251 Unit 2: <u>Selections</u> Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> T94–T111 Diagram: The Food Chain T142–T143 Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T53</p>
<p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p>	<p>SE/TE: STEM Quest Check-In Lab: How can we keep it cool?, 56-57 Model It!, 92 Model It!, 106 Models, EM6</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Infographic: How Do People Survive in an Environment? T212–T213 Unit 2: <u>Selections</u> Infographic: Amazing Interactions T18–T19 Diagram: The Food Chain T142–T143 Diagram: Plants and Animals Need Each Other T264–T265</p>

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<p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p>	<p>SE/TE: Models, EM6</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Infographic: How Do People Survive in an Environment? T212–T213 Unit 2: <u>Selections</u> Infographic: Amazing Interactions T18–T19 Diagram: The Food Chain T142–T143 Diagram: Plants and Animals Need Each Other T264–T265 Unit 5: <u>Leveled Readers</u> Watching the Weather (Informational Text)</p>
<p>SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.</p>	<p>SE/TE: uConnect Lab: What happens when you rub objects together?, 38 STEM Quest Check-In Lab: How can we keep it cool?, 56-57 Measure Temperature, 51</p>	<p>For supporting content please see: Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T152–T153 Read: <i>Living in Deserts</i> T226–T251 (discussion of temperature)</p>
<p>SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.</p>	<p>SE/TE: uInvestigate Lab: How can you measure it?, 49 Visual Literacy Connection: How can you measure volume?, 52-53 Measure Mass, 54 Compare Mass, 55</p>	<p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T53 – see page T41 for weight of one salt block</p>

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SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	SE/TE: Properties of Matter, 43 Visual Literacy Connection: What are properties of matter?, 44-45	Unit 3: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T46 (Structural Integrity) Unit 4: <u>Selections</u> Read: <i>Green City</i> T220–T241 (tornado and rebuilding a sustainable city) Unit 5: <u>Selections</u> Time Line: Nature Rocks T18–T19 <u>Leveled Readers</u> What Is It Made Of? (Informational Text)
SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	SE/TE: Visual Literacy How can water change?, 62-63	Teachers can explore this objective with the following: Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T53 (evaporation discussed) <u>Leveled Readers</u> Keeping Our Water Clean (Informational Text)
SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	SE/TE: uInvestigate Lab: How can sound cause motion?, 83 Visual Literacy Connection: What are some forms of energy?, 84-85 Energy, 86 uDemonstrate Lab: How can a light source cause motion?, 116-117	Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T86–T87 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T98–T111 <u>Leveled Readers</u> Earth’s Power (Informational Text) Plug Into the Sun (Realistic Fiction) <u>Instructional Content and Activities</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T458–T459 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T460–T475

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SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.	SE/TE: Connecting Concepts Toolbox: Energy and Matter, 61 Energy Causes Motion, 92 Energy Causes Change, 93	Unit 5: <u>Selections</u> Map: When Earth Changes . . . T84–T85 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T98–T111 <u>Leveled Readers</u> Earth’s Power (Informational Text) Tornado Tom (Realistic Fiction)
SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.	SE/TE: uInvestigate Lab: How does light interact with objects?, 103	Teachers can use the following selections and activities to explore the impact of light and conditions that block its motion: Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T43 (Rainbows) Unit 5: <u>Leveled Readers</u> Plug Into the Sun (Realistic Fiction)
SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.	SE/TE: uInvestigate Lab: How does light interact with objects?, 103 Visual Literacy Connection: How does light interact with matter?, 104-105	Teachers can use the following selections and activities to explore how light can be reflected, refracted, and absorbed: Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science: T116 (Sky Is Blue) Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T43 (Rainbows) Unit 5: <u>Leveled Readers</u> Plug Into the Sun (Realistic Fiction)

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<p>SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.</p>	<p>SE/TE: uInvestigate Lab: How much does the sun heat objects?, 19 uBe a Scientist: Sunlight and Temperature, 21 How the Sun Affects the Earth, 21 uDemonstrate Lab: How can you measure radiant energy?, 32-33</p>	<p>Teachers can use the following selections and activities to explore the relationship between heat and light:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T43 (Rainbows) Unit 5: <u>Leveled Readers</u> Plug Into the Sun (Realistic Fiction) <u>Instructional Content and Activities</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T460–T475</p>
<p>SC.3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</p>	<p>SE/TE: uConnect Lab: What happens when you rub objects together?, 38 uBe a Scientist: Feel the Heat, 86 uBe a Scientist: Energy Transfer, 97 Heat, 107 Heat Sources, 108</p>	<p>For supporting content please see:</p> <p>Unit 5: <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T98–T111 <u>Leveled Readers</u> Earth's Power (Informational Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Canyon and Erosion)</p>

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<p><u>LAFS.3.RI.1.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SE/TE: Literacy Toolbox: Main Idea and Details, 8 Types of Stars - Explain, 9 Reading Check: Compare and Contrast, 39 Literacy Toolbox: Compare and Contrast, 43 Reading Check: Sequence, 130, 149 Compare and Contrast, 134, 139 Reading Check: Cause and Effect, 165, 179 Literacy Toolbox: Cause and Effect, 168</p>	<p>Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see:</p> <p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Infographic: How Do People Survive in an Environment? T212–T213 Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 Diagram: Plants and Animals Need Each Other T264–T265 Unit 5: <u>Selections</u> Time Line: Nature Rocks T18–T19 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T98–T111</p>
<p><u>LAFS.3.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>SE/TE: Topic Assessment: #3, 28 Describe, 40 Topic Assessment: #3, #4, 70 Topic Assessment: #8, 113 Topic Assessment: #1, 154 Topic Assessment: #5, 204</p>	<p>Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see:</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> T32, T48 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> T94, T110 Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32, T52</p>

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<p><u>LAFS.3.RI.4.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>SE/TE: Extreme Science: Night Vision, 15 Career Connection: Astronomer, 27 Career Connection, 69 Career Connection: Green Architect, 111 Career Connection: Botanist, 153 Career Connection: Conservation Biologist, 203</p>	<p>myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see:</p> <p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) Blue Zones (Informational Text)</p> <p>Unit 2: <u>Leveled Readers</u> Animals of the Everglades (Informational Text) Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Earth Environments (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Earth’s Power (Informational Text) Changing Habitats (Informational Text)</p>

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<p><u>LAFS.3.SL.1.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<p>TE Only: Career Connection: Science Notebook, 27, 69, 111, 153, 203 21st Century Skills: Research and Collaboration, 85 21st Century Skills: Interpersonal and Collaborative Skills, 137 21st Century Skills: Interpersonal and Collaborative Skills, 146 Focus on Mastery! Communicating Information, EM3</p>	<p>Listening Comprehension & Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see:</p> <p>Unit 1: <u>Selections</u> Read Aloud: "Surviving in the Four Corners" T214–T215 Read: <i>Living in Deserts</i> T226–T251 (discussion of temperature)</p> <p>Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T20–T21 Read Aloud: "Amazing Monarchs" T266—T267</p> <p>Unit 3: <u>Selections</u> Read Aloud: "Crossing the Rockies" T20–T21</p> <p>Unit 5: <u>Selections</u> Read Aloud: "The Amazing Rainforest" T20–T21 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T110–T111</p>

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<p><u>LAFS.3.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>21st Century Skills: Research and Collaboration, 85 21st Century Skills: Doing Research on the Internet, 149 21st Century Skills: Doing Research Using the Internet, EM1</p>	<p>Unit 1: <u>Instructional Content and Activities</u> Compare Across Texts: Environments, T470–T471 Research Project: Write Letter to Improve Park Safety, T472–T487 Unit 2: <u>Instructional Content and Activities</u> Compare Across Texts: Interactions: Plants and Animals Interact, T452–T453 Research Project: Scrapbook on Relationship Between Plants and Animals, T454–T469 Unit 5: <u>Instructional Content and Activities</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T458–T459 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T460–T475</p>
<p><u>HE.3.C.1.4</u> Recognize common childhood health conditions.</p>	<p>While this objective falls outside the curriculum at this level, it may be presented at Topic 5, Living Things and Their Environment.</p>	<p>Teachers can use the following activities to introduce this concept.</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T47 (children health problems) Unit 4: <u>Selections</u> Read: <i>A Safety Plan: In Case of Emergency</i>, T156–T171</p>
<p><u>HE.3.C.1.5</u> Recognize that body parts and organs work together to form human body systems.</p>	<p>SE/TE: Supporting content: Sports Connection, 82</p>	<p>Teachers can use the following activities to introduce this concept.</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T47 (children health problems) Unit 4: <u>Selections</u> Read: <i>A Safety Plan: In Case of Emergency</i>, T156–T171</p>

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<p><u>MAFS.3.MD.1.2</u> 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.</p>	<p>SE/TE: STEM Math Connection: Solve Word Problems, 47 uInvestigate Lab: How can you measure it?, 49 Visual Literacy Connection: How Can You Measure Volume?, 52-53 Analyze, 54 Lesson 2 Check, #1, 55</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Surviving in the Four Corners” T214–T215 (temperature) Read: <i>Living in Deserts</i>, T229 (inches, centimeters); T231 (temperature, Celsius, Fahrenheit); T233 (kilometers) Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T40 (temperature) <u>Leveled Readers</u> The Weighting Game (Science Fiction)</p>
<p><u>MAFS.3.MD.2.4</u> 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.</p>	<p>SE/TE: uEngineer It!: How Far Is It?, 16-17 Science Practice Toolbox: Measure Quantity, 50 Measure, 50 Plan It!, 50</p>	<p>Teachers can use the following selections and activities to introduce this concept.</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Surviving in the Four Corners” T214–T215 (temperature) Read: <i>Living in Deserts</i>, T229 (inches, centimeters); T231 (temperature, Celsius, Fahrenheit); T233 (kilometers) Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T40 (temperature) <u>Leveled Readers</u> The Weighting Game (Science Fiction)</p>

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<p><u>ELD.K12.ELL.SC.1</u> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p>SE/TE: Local-to-Global Connection, 6, 90, 174 Sports Connection, 18, 58, 82 Engineering Connection, 48, 182 Compare Mass, 55 Curriculum Connection, 124, 166</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 1: <u>Instructional Content and Activities</u> Read: <i>Living in Deserts</i> – ELL Targeted Support, T231 Unit 2: <u>Instructional Content and Activities</u> Read: <i>Patterns in Nature</i> – ELL Targeted Support, T38 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>– ELL Targeted Support, T100</p>
<p><u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.</p>	<p>SE/TE: Quest Check-In, 14, Gravity, 22 Properties of Matter, 43 Visual Literacy Connection: How Can You Measure Volume?, 52-53 States of Matter, 61 Solid, Liquid, and Gas, 64 Wave Energy, 96 Engineering Connection, 102, 132 Quest Check-In, 131</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 1: <u>Instructional Content and Activities</u> Read: <i>Living in Deserts</i> – ELL Targeted Support, T231 Unit 2: <u>Instructional Content and Activities</u> Read: <i>Patterns in Nature</i> – ELL Targeted Support, T38 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>– ELL Targeted Support, T100</p>
<p>MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.</p>	<p>SE/TE: Math Toolbox: Numbers, 22 STEM Math Connection: Solve Word Problems, 47 STEM Math Connection: Elapsed Time, 151</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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MAFS.K12.MP.2.1 Reason abstractly and quantitatively.	SE/TE: uInvestigate Lab: How much does the sun heat objects?, 19 Math Toolbox: Numbers, 22 STEM Math Connection: Solve Word Problems, 47 uInvestigate Lab: How can you measure it?, 49 uDemonstrate Lab: How do the temperatures differ for wet and dry sand?, 74-75 STEM Math Connection: Understanding Data, 89 uDemonstrate Lab: How can a light source cause motion?, 116-117 uInvestigate Lab: How do plants respond to gravity?, 133 STEM Math Connection: Elapsed Time, 151	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.	SE/TE: uInvestigate Lab: How can you measure it?, 49 Quest Check-In Lab: How are living things suited to their habitats?, 188-189 uInvestigate Lab: How will sea levels affect tigers?, 191 Science Practice Toolbox: Argue Using Evidence, 192	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.4.1 Model with mathematics.	SE/TE: uEngineer It!: How Far Is It?, 16-17 uInvestigate Lab: How will sea levels affect tigers?, 191	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.5.1 Use appropriate tools strategically.	SE/TE: uBe a Scientist: Make a Telescope, 13 uInvestigate Lab: How can you measure it?, 49 Measure Length, 50 uBe a Scientist: Graph Temperature, 51 Visual Literacy Connection: How Can You Measure Volume?, 52-53 uInvestigate Lab: How do animals of the same kind differ?, 175	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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MAFS.K12.MP.6.1 Attend to precision.	SE/TE: uDemonstrate Lab: How can you measure radian energy?, 32-33 STEM Math Connection: Solve Word Problems, 47 uInvestigate Lab: How can you measure it?, 49 Measure Length, 50 uBe a Scientist: Graph Temperature, 51 Visual Literacy Connection: How Can You Measure Volume?, 52-53 Lesson 2 Check, #1, 55 uDemonstrate Lab: How do the temperatures differ for wet and dry sand?, 74-75 Measure, EM4	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.7.1 Look for and make use of structure.	SE/TE: Math Toolbox: Numbers, 22 STEM Math Connection: Solve Word Problems, 47 STEM Math Connection: Understanding Data, 89 STEM Math Connection: Elapsed Time, 151	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	SE/TE: uEngineer It!: How Far Is It?, 16-17 uBe a Scientist: Graph Temperature, 51 STEM Math Connection: Understanding Data, 89 Quest Check-In: Sunlight Needs of Plants, 131 Plan It!, 146 STEM Math Connection: Elapsed Time, 151	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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