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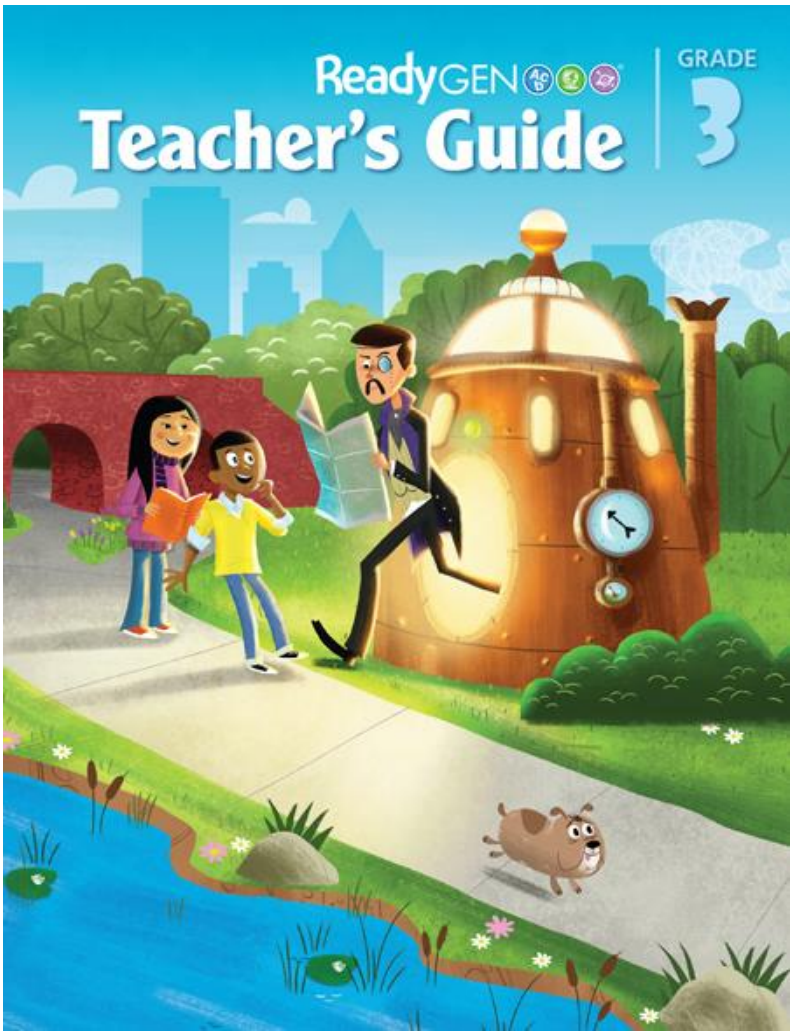
A Correlation of



to the

Indiana Academic Science Standards
Grade 3

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

A Correlation of ReadyGEN, Grade 3 to the
Indiana Academic Science Standards

Introduction

This document demonstrates how ***ReadyGEN*** meets the ***Indiana Academic Science Standards.*** Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit, module, and page references.

ReadyGEN is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

Indiana Academic Science Standards	ReadyGEN Grade 3
Physical Science (PS)	
3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Opportunities to address this objective can be found with the following: **TG:** **Unit 3 Seeking Explanations** **Module B:** **Lessons 1-7:** Anchor Text: *Weather* **Leveled Text Library (examples)** *Measuring the Earth* *When the Earth Shakes* *How Big? How Strong? Hurricanes and Earthquakes*
3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module A:** **Lessons 4-11, 16:** Anchor Text: *The Case of the Gasping Garbage*
3.PS.3 Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air).	Opportunities to address this objective can be found with the following: **TG:** **Unit 3 Seeking Explanations** **Module A:** Scaffolded Instruction: English Language Learners & Strategic Support (students examine different sounds), 53 **Leveled Text Library (examples)** *The Thunder and Lightning Men*
3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.	Opportunities to address this objective can be found with the following: **TG:** **Unit 3 Seeking Explanations** **Module A:** Scaffolded Instruction: English Language Learners & Strategic Support (students examine different sounds), 53 **Leveled Text Library (examples)** *The Thunder and Lightning Men*

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Earth and Space Science (ESS)	
3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.	**TG:** **Unit 3 Seeking Explanations** **Module A:** **Lessons 5-9, 16, 18:** Anchor Text: *Storm in the Night* **Module B:** **Lessons 1-7:** Anchor Text: *Weather* **Lessons 8-9:** Supporting Text: *On the Same Day in March: A Tour of the World's Weather* **Lessons 11-15:** Supporting Text: *Living Through a Natural Disaster* **Lesson 17:** *On the Same Day in March and Living Through a Natural Disaster* **Lesson 18:** *Weather, On the Same Day in March,* and *Living Through a Natural Disaster* **Sleuth** *Weather Work,* 32–33 **Leveled Text Library (examples)** *When a Storm Comes* *How to Measure the Weather* *The Thunder and Lightning Men* *Weather Forecasting*
3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.	**TG:** **Unit 3 Seeking Explanations** **Module A:** **Lessons 5-9, 16, 18:** Anchor Text: *Storm in the Night* **Module B:** **Lessons 11-15:** Supporting Text: *Living Through a Natural Disaster* **Lesson 17:** *Living Through a Natural Disaster* **Lesson 18:** *Living Through a Natural Disaster* **Sleuth** *We Need New Tornado Warnings!* 28–29 *Taking Shelter,* 30–31 *Be Prepared,* 34–35 **Leveled Text Library (examples)** *Measuring the Earth* *When the Earth Shakes* *How Big? How Strong? Hurricanes and Earthquakes* *Dangerous Storms* *Hurricane!* *Watch Out for Hurricanes!*

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3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.	**TG:** **Unit 1 Observing the World Around Us** **Module B:** **Lessons 10-16:** Supporting Text: *About Earth* **Lessons 17-18:** *About Earth* **Leveled Text Library (examples)** *Grandpa's Rock Kit* *It's All in the Soil*
3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.	**TG:** Students encounter the word fossil in the following activities; **Unit 3 Seeking Explanations** **Module B:** Lesson 6: Reading and Writing Activities, 253, 264, 343, 351
Life Science (LS)	
3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	**TG:** **Unit 1 Observing the World Around Us** **Module B:** **Lessons 4-9:** Anchor Text: *Treasure in the Trees* **Lessons 17-18:** *Treasure in the Trees* **Unit 4 Becoming an Active Citizen** **Lesson 18:** Rescue the Pufflings! **Sleuth** *A Whale of a Rescue,* 12–13 *Backyard Safari,* 14–15 **Leveled Text Library (examples)** *Mini Microbes* *These Birds Can't Fly* *Dolphins: Mammals of the Sea*
3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.	**TG:** Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module B:** **Lessons 4-9:** Anchor Text: *Treasure in the Trees* **Lessons 17-18:** *Treasure in the Trees* **Leveled Text Library (examples)** *Our Garden*

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3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module B:** **Lessons 4-9:** Anchor Text: *Treasure in the Trees* **Lessons 17-18:** *Treasure in the Trees* **Unit 4 Becoming an Active Citizen** **Lesson 18:** Rescue the Pufflings! **Sleuth** *A Whale of a Rescue,* 12–13 *Backyard Safari,* 14–15 **Leveled Text Library (examples)** *Our Garden*
3.LS.4 Construct an argument that some animals form groups that help members survive.	Opportunities to address this objective can be found with the following: **TG:** **Unit 4 Becoming an Active Citizen** **Lesson 18:** Rescue the Pufflings! **Sleuth** *Backyard Safari,* 14–15
Engineering (E)	
3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module A:** **Lessons 4-11, 16:** Anchor Text: *The Case of the Gasping Garbage* **Sleuth** *We Need New Tornado Warnings!,* 28–29
3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module A:** **Lessons 4-11, 16:** Anchor Text: *The Case of the Gasping Garbage* **Module B:** **Lessons 10-16: Supporting Text:** *About Earth* **Leveled Text Library (examples)** *Crack the Code!* *Fun with Hobbies and Science!* *The Missing Iguana Mystery*

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3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Opportunities to address this objective can be found with the following: **TG:** **Unit 1 Observing the World Around Us** **Module A:** **Lessons 4-11, 16:** Anchor Text: *The Case of the Gasping Garbage* **Sleuth ReadyGen** provides opportunities through their four-step process: Look for Clues; Ask Questions; Make Your Case; and Prove It! to conduct investigations and share their responses. See Unit 1 Observing the World Around Us; Unit 2; Unit 2 Connecting Character, Culture, and Community; Unit 3 Seeking Explanations; Unit 4 Becoming an Active Citizen