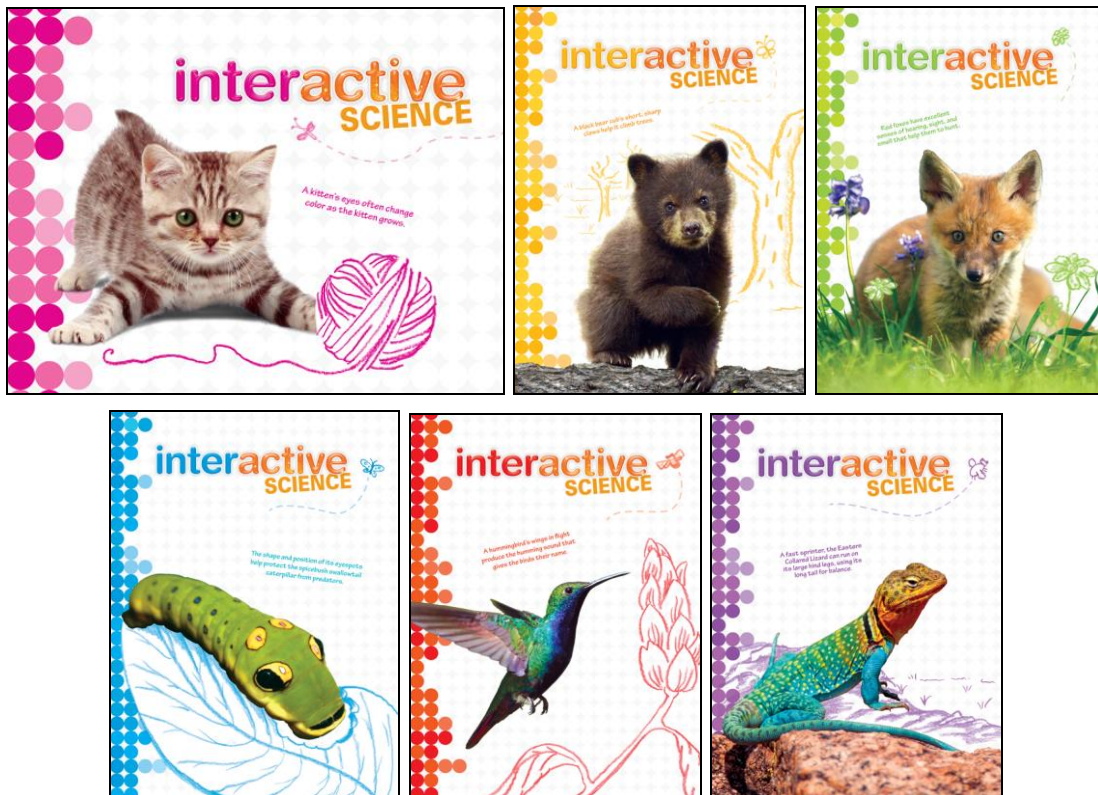


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To the
**Michigan Science Standards
Grades K-5**

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Introduction

The following document demonstrates how ***Interactive Science, ©2016, Grades K-5***, supports the Michigan K-5 Standards for Science. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today’s student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of ***Interactive Science*** support the Next Generation Science Standards (NGSS) in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher’s Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

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Michigan Science Standards	Interactive Science ©2016
KINDERGARTEN	
Forces and Interactions: Pushes and Pulls	
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<p>SE Only: 2, Try It! 3, Let's Read Science! Activity 3, Home Activity 4-13, STEM Activity: Move Around It! 15, Lesson 2 16, Lesson 3 17, Lesson 4 18, Investigate It! 63, Try It! 75, Lesson 1 76, Lesson 2 77, Lesson 3 99, Investigate It!</p> <p>TE Only: 4, Reading 5, Writing 5, Teacher Background 7A-7B, Leveled Content Reader Support 8, CCC: Cause and Effect 8-9 9, SEP: Planning and Carrying Out Investigations 10, Inquiry 10, Try It! 11, Let's Read Science! 12-13, STEM Activity: Move Around It! 18, Envision It! 18-23 22, Differentiated Instruction 24, Investigate It! 28-29, Activity Card Support 33, Write About Pushes and Pulls 33a, Performance Expectation Activity 33b, Performance Expectation Activity 33b, ELA/Literacy 115A-115B, Leveled Content Reader Support 118, Try It! 124-127 128-129 166, Investigate It!</p>

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Michigan Science Standards	Interactive Science ©2016
<p>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</p>	<p>SE Only: 2, Try It! 3, Let’s Read Science! Activity 3, Home Activity 4-13, STEM Activity: Move Around It! 15, Lesson 2 16, Lesson 3 17, Lesson 4 18, Investigate It! 19, Slide Engineer 99, Investigate It!</p> <p>TE Only: 4, Reading 5, Teacher Background 5, Writing 7A-7B, Leveled Content Reader Support 8, CCC: Cause and Effect 9, SEP: Planning and Carrying Out Investigations 10, Inquiry 10, Try It! 11, Let’s Read Science! 12-13, STEM Activity: Move Around It! 18, Envision It! 18-23 22, Differentiated Instruction 24, Investigate It! 25, STEM 28-29, Activity Card Support 33, Write About Pushes and Pulls 33a, Performance Expectation Activity 33b, Performance Expectation Activity 166, Investigate It!</p>
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. **</p>	<p>SE Only: 21, Try It! 34, Lesson 2 35, Lesson 3 36, Lesson 4 37, Lesson 5</p> <p>TE Only: 36, Social Studies 37, Rhyme 39A-39B, Leveled Content Reader Support 40, CCC: Patterns 41, SEP: Analyzing and Interpreting Data 42, Try It! 50-57</p>

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<p>(continued) K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. **</p>	<p>TE Only: 58, 21st Century Learning 66, Chapter 2 Test- Questions 3, 4 67, Chapter 2 Test- Question 5 69, Write Plant Sentences 71a, ELA/Literacy 71a, Performance Expectation Activity 71c, Performance Expectation Activity</p>
<p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>SE Only: 38, Lesson 6 39 Investigate It!</p> <p>TE Only: 36, Social Studies 58-59 60, Investigate It! 67, Chapter 2 Test-Question 6 69, Make an Animal World 71b, Performance Expectation Activity 71c, Performance Expectation Activity</p>
<p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>SE Only: 21, Try It! 23-32, STEM Activity: Scratch Away! 34, Lesson 2 35, Lesson 3 36, Lesson 4 37, Lesson 5 38, Lesson 6 39, Investigate It! 58, Lesson 5</p> <p>TE Only: 36, Social Studies 37, Rhyme 39A-39B, Leveled Content Reader Support 42, Try It! 44-45, STEM Activity: Scratch Away! 50-57 71a, ELA/Literacy 58-59 60, Investigate It! 64-65, Activity Card Support 69, Make an Animal World 71c, Performance Expectation Activity 71c, ELA/Literacy 94-95</p>

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<p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. * **</p>	<p>SE Only: 21, Try It! 23-32, STEM Activity: Scratch Away! 35, Lesson 3 36, Lesson 4 37, Lesson 5 39, Investigate It!</p> <p>TE Only: 40, Try It! 42, Try It! 43, Extend the Lesson 44-45, STEM Activity: Scratch Away! 49, Cause and Effect 53, Explain 53, Elaborate 55, Elaborate 57 Elaborate 60, Investigate It! 67, Chapter 2 Test-Question 6 69, Make an Animal World 71a, ELA/Literacy 71b, Performance Expectation Activity 71c, Performance Expectation Activity 71c, ELA/Literacy 109e, Performance Expectation Activity</p>
Weather and Climate	
<p>K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.</p>	<p>SE Only: 44-53, STEM Activity: Cool Down! 55, Lesson 2 56, Lesson 3 60, Investigate It! 61, Ready for the Weather 75, Lesson 1 76 Lesson 2 77, Lesson 3 78, Lesson 4 79, Lesson 5</p> <p>TE Only: 78, CCC Patterns 82-83, STEM Activity: Cool Down! 88, Envision It! 88-89 90-91 98, Investigate It! 99, Teach with Visuals 102-103, Activity Card Support 109c, Performance Expectation Activity 109c, ELA/Literacy</p>

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<p>(continued) K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</p>	<p>TE Only: 124-125 126-128 130-131 132-133 142-143, Part 1 Test - Questions 1-5</p>
<p>K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. *</p>	<p>SE Only: 44-53, STEM Activity: Cool Down! 55, Lesson 2 56, Lesson 3 60, Investigate It!</p> <p>TE Only: 78, CCC Patterns 82-83, STEM Activity: Cool Down! 88, Envision It! 88-89 90-91 98, Investigate It! 102-103, Activity Card Support 109c, Performance Expectation Activity 109c, ELA/Literacy 109d, Performance Expectation Activity 175, Write About Solving a Need</p>
<p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. **</p>	<p>SE Only: 42, Try It! 55, Lesson 2 56, Lesson 3 57, Lesson 4</p> <p>TE Only: xxxvi-xxxvii, QUEST 77A-77B, Leveled Content Reader Support 78, CCC: Patterns 79, SEP: Analyzing and Interpreting Data 80, Try It! 88-91 92-93 104-105, Chapter 3 Test-Questions 3, 4, 6 107, Make a Weather Calendar 109a, Performance Expectation Activity 109a, ELA/Literacy</p>

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K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	<p>SE Only: 41, Chapter 3, Earth and Sky 42, Try It! 43, Draw Conclusions 44-53, STEM Activity: Cool Down! 55, Lesson 2 60, Investigate It! 61, Ready for the Weather 75, Lesson 1 76, Lesson 2 79, Lesson 5</p> <p>TE Only: xxxvi-xxxvii, QUEST 74, Reading 77B, Leveled Content Reader Support 78, CCC Patterns 78, Read Aloud: Is it night or day? 80, Try It! 81, 21st Century Learning 82-83, STEM Activity: Cool Down! 88, Envision It! 88-89 92, 21st Century Learning 96, 21st Century Learning 98, Investigate It! 99, Activate Prior Knowledge 99, Teach with Visuals 102-103, Activity Card Support 107, Make a Weather Calendar 109a, Performance Expectation Activity 109b, Performance Expectation Activity 109b, ELA/Literacy 109c, Performance Expectation Activity 124-127 132-133</p>
Engineering Design	
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<p>SE Only: 4-13, STEM Activity: Move Around It! 23-32, STEM Activity: Scratch Away! 44-53, STEM Activity: Cool Down! 65-74, STEM Activity: Where the Wind Blows! 75, Lesson 1 86-95, STEM Activity: How Can You Make a Crayon Box? 96, Lesson 1 97, Lesson 2 99, Investigate It!</p>

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Michigan Science Standards	Interactive Science ©2016
<p>(continued) K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>TE Only: 12-13, STEM Activity: Move Around It! 44-45, STEM Activity: Scratch Away! 82-83, STEM Activity: Cool Down! 109d, Performance Expectation Activity 117, SEP: Asking Questions and Defining Problems 120-121, STEM Activity: Where the Wind Blows! 124, Activate Prior Knowledge 125, ELL Support 125, Formative Assessment 153, SEP: Asking Questions and Defining Problems 156-157, STEM Activity: How Can You Make a Crayon Box? 160-161 164, Differentiated Instruction 166, Investigate It!</p>
<p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>SE Only: 8-9, Make and Test 23-32, STEM Activity: Scratch Away! 44-53, STEM Activity: Cool Down! 68, Draw 71, Make and Test 86-93, STEM Activity: Cool Down! 97, Lesson 2 98, Lesson 3</p> <p>TE Only: 12-13, STEM Activity: Move Around It! 44-45, STEM Activity: Scratch Away! 71c, Performance Expectation Activity 82-83, STEM Activity: Cool Down! 109d, Performance Expectation Activity 120-121, STEM Activity: Where the Wind Blows! 116, CCC: Structure and Function and Effect 152, CCC: Structure and Function 156-157, STEM Activity: How Can You Make a Crayon Box? 161, Explain 162-163 164-165</p>

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Michigan Science Standards	Interactive Science ©2016
<p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>SE Only: 10-11, Record and Share 30, Make and Test 31, Record and Share 51, Make and Test 52, Record and Share 72, Make and Test 73, Record and Share 93, Make and Test 94, Record and Share 98, Lesson 3</p> <p>TE Only: 12-13, STEM Activity: Move Around It! 33b, Performance Expectation Activity 44-45, STEM Activity: Scratch Away! 82-83, STEM Activity: Cool Down! 109a, Performance Expectation Activity 109d, Performance Expectation Activity 120-121, STEM Activity: Where the Wind Blows! 156-157, STEM Activity: How Can You Make a Crayon Box? 164, Differentiated Instruction 165, Compare and Contrast</p>

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GRADE 1	
Waves: Light and Sound	
1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	<p>SE/TE: 4, Try It! 6-15, STEM Activity: Let’s Talk! 27, Lightning Lab 28, Explore It! 29, Cause and Effect 29, Sounds 31, At-Home Lab 32-33, Investigate It! 40-41, Apply It! 128-129, Investigate It! 154-157, Lesson 1 158-161, Lesson 2 162-167, Lesson 3 168-171, Lesson 4 169, Picture Clues 170, Scientific Method 172-175, Lesson 5 178, Hubble Space Telescope 184-185, Chapter Review – Lessons 1-5</p> <p>TE Only: xlv-xlv, STEMQuest: Keep Out the Sun! 3, SEP: Planning and Carrying Out Investigations 26, Lightning Lab 30, At-Home Lab 31, Professional Development Note 31a, Explore It! 31b, Lesson 4 Check – Questions 1, 4 33a-33d, Activity Card Support 43a, Performance Expectation Activity 43b, ELA/Literacy 43c, Performance Expectation Activity 140G-104H, Leveled Content Reader Support 141, SEP: Asking Questions and Defining Problems 157b, Lesson 1 Check – Questions 1-5 161b, Lesson 2 Check – Questions 1-6 167b, Lesson 3 Check – Questions 1-6 171, Differentiated Instruction 171b, Lesson 4 Check – Questions 1-6 175b, Lesson 5 Check – Questions 1-5</p>

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Michigan Science Standards	Interactive Science ©2016
<p>1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p>	<p>SE/TE: 6-15, STEM Activity: Let’s Talk! 17, Energy 24-25, Envision It! 24-27, Lesson 3 28, Explore It! 29, Cause and Effect 31, At-Home Lab 40-41, Apply It! 128-129, Investigate It!</p> <p>TE Only: xliv-xlv, STEMQuest: Keep Out the Sun! 27, 21st Century Learning 27b, Lesson 3 Check – Questions 1-4 30, At-Home Lab 43a, Performance Expectation Activity 43b, Performance Expectation Activity 43b, ELA/Literacy</p>
<p>1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	<p>SE/TE: 4, Try It! 27, Lightning Lab 28, Explore It! 32-33, Investigate It! 40-41, Apply It! 26, Light Shines Through 27, What Light Can Do 29, Cause and Effect 31, At-Home Lab 39, Chapter Review – Lesson 3 43, Make a Presentation 128-129, Investigate It!</p> <p>TE Only: xliv-xlv, STEMQuest: Keep Out the Sun! 2C, Art 3, SEP: Planning and Carrying Out Investigations 26, Lightning Lab 27b, Lesson 3 Check – Questions 3, 4 30, At-Home Lab 33a-33d, Activity Card Support 39b, Chapter 1 Test – Question 5 43a, Performance Expectation Activity 43c, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p>	<p>SE/TE: 6-15, STEM Activity: Let’s Talk! 16, My Planet Diary 17, Energy 24, My Planet Diary 29, Sounds 43, Send a Message with Sound 128-129, Investigate It 144-153, STEM Activity 202, Solve Problems</p> <p>TE Only: xliv-xlv, STEMQuest: Keep Out the Sun! 2C, Social Studies 2D, Writing 2G-2H, Leveled Content Reader Support 3, SEP: Planning and Carrying Our Investigations 19a, My Planet Diary 27a, My Planet Diary 43a, Performance Expectation Activity 43d, Performance Expectation Activity 43d, ELA/Literacy 186C, Social Studies 186G-186H, Leveled Content Reader Support</p>
Structure, Function, and Information Processing	
<p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>	<p>SE/TE: 62-63, Animal Groups 64-67, Lesson 2 68-71, Lesson 3 72-77, Lesson 4 84, Kinds of Animals 85, Different Animals of One Kind 94-95, Chapter Review – Lessons 2, 3, 4 96-97, Apply It! 98, Draw a Picture 99, Design a Helmet 204-207, Lesson 2 208, Explore It! 208-213, Lesson 3 222-227, Design It!</p> <p>TE Only: 44G-44H, Leveled Content Reader Support 63b, Lesson 1 Check – Questions 1, 2 67a, My Planet Diary 67b, Lesson 2 Check – Questions 1-6 71b, Lesson 3 Check – Question 4 77a, My Planet Diary 77b, Lesson 4 Check – Questions 1-5 95b, Chapter 2 Test – Question 6</p>

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Michigan Science Standards	Interactive Science ©2016
<p>(continued) 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>	<p>TE Only: 99a, ELA/Literacy 99a, Performance Expectation Activity 99b, Performance Expectation Activity 140, CCC: Structure and Function 186, CCC: Structure and Function 186G-186H, Leveled Content Reader Support 207b, Lesson 2 Check – Questions 1-6</p>
<p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>SE/TE: 46, Try It! 47, Let’s Read Science 68, Explore It! 69, Seeds to Trees 70-71, Life Cycle of a Plant 72-77, Lesson 4 82, Explore It! 96-97, Apply It! 98, Draw a Picture</p> <p>TE Only: 44, CCC: Patterns 44C, Reading 44G-44H, Leveled Content Reader Support 45, SEP: Obtaining, Evaluating, and Communicating Information 71a, Explore It! 71b, Lesson 3 Check – Question 3 77b, Lesson 4 Check – Questions 1-5 95, Chapter Review – Lesson 4 99a, ELA/Literacy 99b, ELA/Literacy 99b, Performance Expectation Activity 99c, ELA/Literacy 99c, Performance Expectation Activity</p>

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<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p>SE/TE: 44-45, How is a young orangutan like its mother? 46, Try It! 54-55, Make and Test 68, Explore It! 70-71, Life Cycle of a Plant 72-73, Envision It! 73, Animal Life Cycles 74-75, Life Cycle of a Sea Turtle 75, A baby sea turtle... 76-77, Life Cycle of a Grasshopper 78-81, Lesson 5 82, Explore It! 82-85, Lesson 6 86-87, Investigate It! 95, Chapter Review – Lesson 5 98, Draw a Picture</p> <p>TE Only: 44, CCC: Patterns 44C, Critical Thinking 44G-44H, Leveled Content Reader Support 71a, Explore It! 81, 21st Century Learning 81a, Explore It! 81b, Lesson 5 Check - Question 4 85a, Explore It! 85b, Lesson 6 Check – Question 5 87a-87d, Activity Card Support 94, ELL Support 95, Chapter Review – Lesson 4 95a-95b, Chapter 2 Test – Questions 3 and 8 99b, Performance Expectation Activity 99c, Performance Expectation Activity</p>

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Space Systems: Patterns and Cycles	
1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	<p>SE/TE: 102, Try It! 118, Explore It! 118-123, Lesson 2 125, Spring 125, Write 126, Summer and Fall 126, Write 127, Lightning Lab 127, Winter 134, Chapter Review – Lesson 2 139, Day and Night 139, Sunrise, Sunset</p> <p>TE Only: 100, CCC: Patterns 100C, Reading 100C, Social Studies 101, SEP: Analyzing and Interpreting Data 116, Science Notebook 123a, Explore It! 123b, Lesson 2 Check – Questions 1-5 127a, My Planet Diary 127b, Lesson 3 Check – Question 2 129c, Guided Inquiry 139a, ELA/Literacy 139a, Performance Expectation Activity 139b, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. **</p>	<p>SE/TE: 102, Try It! 118, Explore It! 118-123, Lesson 2 125, Spring 126, Summer and Fall 127, Winter 128-129, Investigate It! 136-137, Apply It! 139, Day and Night 139, Sunrise, Sunset 142, Try It! 168, Explore It!</p> <p>TE Only: 100, CCC: Patterns 100C, Writing 116, Science Notebook 123a, Explore It! 127b, Lesson 3 Check – Question 2 139a, Performance Expectation Activity 139b, ELA/Literacy 139b, Mathematics 139b, Performance Expectation Activity 171a, Explore It!</p>

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Michigan Science Standards	Interactive Science ©2016
Engineering Design	
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<p>SE/TE: 4, Try It! 6-15, STEM Activity: Let’s Talk! 40-41, Apply It! 46, Try It! 48-57, STEM Activity: Mix It Up! 68, Explore It! 78, Explore It! 82, Explore It! 87, Investigate It! 96, Apply It! 102, Try It! 104-113, STEM Activity: How Does a Greenhouse Work? 118, Explore It! 128-129, Investigate It! 136-137, Apply It! 142, Try It! 144-153, STEM Activity: What’s Over the Wall? 156, Science Questions 158, Explore It! 168, Explore It! 169, Science Inquiry 190-199, STEM Activity: Reach, Grab, Pull 202, Solve Problems 203, Help People 208, Explore It! 209, A Problem and a Goal 210, Plan and Draw 211, Choose Materials 222-227, Design It!</p> <p>TE Only: 71a, Explore It! 81a, Explore It! 85a, Explore It! 123a, Explore It! 141, SEP: Asking Questions and Defining Problems 161a, Explore It! 171a, Explore It! 186G-186H, Leveled Content Reader Support 213a, Explore It!</p>

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Michigan Science Standards	Interactive Science ©2016
<p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>SE/TE: 6-15, STEM Activity: Let’s Talk! 48-57, STEM Activity: Mix it Up! 66, Roots, Stems, and Leaves 84, Kinds of Animals 85, Different Animals of One Kind 99, Design a Helmet 104-113, STEM Activity: How Does a Greenhouse Work? 128-129, Investigate It! 139, Day and Night 144-153, STEM Activity: What’s Over the Wall? 178, Hubble Space Telescope 190-199, STEM Activity: Reach, Grab, Pull 208, Explore it! 210, Lightning Lab 214-215, Investigate It! 222-227, Design It! 140, CCC: Structure and Function</p> <p>TE Only: 99a, Performance Expectation Activity 186, CCC: Structure and Function186G-186H, Leveled Content Reader Support 187, SEP: Developing and Using Models 213a, Explore It! 215a-215c, Activity Card Support Expectation Activity</p>
<p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>SE/TE: 12-13, Make and Test 14-15, Record and Share 33, Analyze and Conclude 54-55, Make and Test 56-57, Record and Share 110-111, Make and Test 112-113, Record and Share 150-151, Make and Test 152-153, Record and Share 196-197, Make and Test 198-199, Record and Share 208, Explore It! 215, Analyze and Conclude 226-227, Record and Share 228, Test Materials</p> <p>TE Only: 186G-186H, Leveled Content Reader Support 213a, Explore It!</p>

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GRADE 2	
Structure and Properties of Matter	
2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<p>SE/TE: 6-15, STEM Activity: Trails That Last 16, Explore It! 16-23, Lesson 1 18, At-Home Lab 24-29, Lesson 2 27, At-Home Lab 36, Explore It! 38, Cooling Matter 41, Properties of Materials 48-49, Investigate It! 56, Chapter Review – Lessons 1, 2 58-59, Apply It! 60, Group Objects 148-149, Investigate It! 181, Classify 194, Record Data 196-197, Investigate It!</p> <p>TE Only: 2C, Reading 2D, Social Studies 2D, Writing2G-2H, Leveled Content Reader Support 3, SEP: Planning and Carrying Out Investigations 23b, Chapter 1 Test – Questions 2, 5 29a, My Planet Diary 39a, Explore It! 43, Differentiated Instruction 49, Teach for Understanding 49a-49c, Activity Card Support 52, Differentiated Instruction 59, Possible Extensions 57a, Chapter 1 Test – Question 1 61a, ELA/Literacy 61a, Mathematics 61a, Performance Expectation Activity 118G-118H, Leveled Content Reader Support 197a-197c, Activity Card Support</p>

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<p>2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. *</p>	<p>SE/TE: 4, Try It! 6-15, STEM Activity: Trails That Last 38, Lightning Lab 40-47, Lesson 5 45, Materials in Bridges 49, Investigate It! 57, Chapter 1 Review – Lesson 5 58-59, Apply It! 148-149, Investigate It! 222, Explore It! 225, Choose Materials</p> <p>TE Only: 20, Professional Development Note 22, Evaluate 23, Common Misconceptions 33, Professional Development Note 42, Professional Development Note 43, Differentiated Instruction 47, Common Misconception 47a, Explore It! 47b, Lesson 5 Check – Questions 3, 4 49b, Investigate It! 57b, Chapter 1 Test – Question 8 58, Science Misconception 61b, ELA/Literacy 61b, Performance Expectation Activity 149a-149d, Activity Card Support 225, 21st Century Learning</p>

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<p>2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>SE/TE: 4, Try It! 6-15, STEM Activity: Trails That Last 18, At-Home Lab 27, At-Home Lab 30-35, Lesson 3 40-47, Lesson 5 48-49, Investigate It! 57, Chapter 1 Review - Lesson 3, Lesson 5 61, Make a Presentation 225, Choose Materials</p> <p>TE Only: 2, CCC: Energy and Matter 20, Professional Development Note 22, Evaluate 33, Professional Development Note 35a, Explore It! 35b, Lesson 3 Check – Questions 1-4 42, Professional Development Note 43, Differentiated Instruction 47, Common Misconception 47a, Explore It! 47b, Lesson 5 Check – Questions 3 and 4 49a-49c, Activity Card Support 57b, Chapter 1 Test – Question 8 61b, ELA/Literacy 61b, Performance Expectation Activity 61c, ELA/Literacy 61c, Performance Expectation Activity 225, 21st Century Learning</p>

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<p>2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>SE/TE: 4, Try It! 5, Let's Read Science 24, My Planet Diary 27, At-Home Lab 30, Explore It! 32, Draw 33, Write 33, Other Ways Matter Can Change 38, Lightning Lab 38, Cooling Matter 39, Heating Matter 50, From Sand to Glass 56, Chapter 1 Review – Lesson 3 60, Cool a Balloon 148-149, Investigate It! 188-191, Lesson 4 196-197, Investigate It! 206, Try It! 222, Explore It!</p> <p>TE Only: 2G-2H, Leveled Content Reader Support 20, Professional Development Note 29a, My Planet Diary 32-33 Explain 35a, Explore It! 39b, Chapter 1 Lesson Check – Questions 2-4 61d, ELA/Literacy 61d, Performance Expectation Activity 191a, Explore It! 191b, Lesson 4 Check – Questions 1-5 197a-197c, Activity Card Support 227a, Explore It!</p>

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Michigan Science Standards	Interactive Science ©2016
Interdependent Relationships in Ecosystems	
2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. **	<p>SE/TE: 64, Try It! 77, Plant Needs 79, Go Green 94, Explore It! 96, Forest 99, Wetland/Rain Forest 101, Energy from Food 104-105, Investigate It! 116, Light and Seeds</p> <p>TE Only: 62, CCC: Cause and Effect 62G-62H, Leveled Content Reader Support 105a-105d, Activity Card Support 105c, Guided Inquiry 117a, Performance Expectation Activity</p>
2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. *	<p>SE/TE: 66-75, STEM Activity: Trap It and Learn! 78-79, Plant Parts 79, Draw 81, Seed plants 84-85, Animals with Backbones 86-87, Animals Without Backbones 87, Draw 88, Explore It! 90, Lightning Lab 90-91, Animal Body Parts 96, Forest 100, Explore It! 114-115, Apply It! 232, Lightning Lab 232-233, Animal Body Parts as Tools</p> <p>TE Only: 62C, Social Studies 63, SEP: Developing and Using Models 93a, Explore It! 117b, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. **	<p>SE/TE: 65, Let's Read Science 66-78, STEM Activity 76, My Planet Diary 82, My Planet Diary 94, Explore It! 94-99, Lesson 4 100-103, Lesson 5 104-105, Investigate It! 113, Chapter Review – Lesson 4 116, Put on a Play 117, Write a Song 117, Make Observations 180, Science Skills</p> <p>TE Only: xliv-xlv, Quest: Describe a Habitat 62G-62H, Leveled Content Reader Support 97, Professional Development Note 99a, Explore It 99b, Lesson 4, Check – Questions 1-5 103a, Explore It 103b, Lesson 5 Check – Questions 1, 6 113b, Chapter 2 Test – Questions 5, 8 117c, ELA/Literacy 117c, Mathematics 117c, Performance Expectation Activity</p>
Earth's Systems: Processes that Shape the Earth	
2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *	<p>SE/TE: 138, Explore It! 141, Lightning Lab 144, Explore It! 148-149, Investigate It! 158, Erosion</p> <p>TE Only: 119, SEP: Constructing Explanations and Designing Solutions 159a, ELA/Literacy 159a, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. * **</p>	<p>SE/TE: 133, Land and Water 138-143, Lesson 2 148-149, Investigate It! 154-155, Chapter Review - Lesson 2 158, Erosion 159, Model Earthquake Damage 174-177, Lesson 1 198, Shonte Wright 202, Part 1 Review – Lessons 1, 2</p> <p>TE Only: 118, CCC: Stability and Change 118, Talk About the Picture 118D, Teacher Background 118G, Leveled Content Reader Support 122, Background 140, Differentiated Instruction 141, Professional Development Note 141, Science Notebook 143a, Explore It! 143b, Lesson 2 Check - Questions 1, 2, 4 149a-149d, Investigate It! 155a-155b, Chapter 3 Test – Questions 3, 4, 7, and 8 159a, Performance Expectation Activity 159b, ELA/Literacy 159b, Performance Expectation Activity 160, Talk About the Picture 160G, Leveled Content Reader Support 177a, My Planet Diary 177b, Lesson 1 Check – Questions 1-5</p>

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Michigan Science Standards	Interactive Science ©2016
<p>2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>SE/TE: 120, Try It! 133, Land and Water 134-137 138, Explore It! 141, Lightning Lab 144, Explore It! 146, At-Home Lab 148-149, Investigate It! 156-157, Apply It! 158, Erosion 159, Make a Puzzle 159, Model Earthquake Damage 196-197, Investigate It! 118D, Teacher Background 118G-118H, Leveled Content Reader Support 134, At-Home Lab 135, 21st Century Learning</p> <p>TE Only: 135, Elaborate 136, Explain 149c, Guided Inquiry 155a, Chapter 3 Test – Questions 1, 6 159a, ELA/Literacy 159c, Mathematics 159c, Performance Expectation Activity 159d, Performance Expectation Activity 176, Science, Social Studies 197c, Guided Inquiry</p>
<p><i>2-ESS2-2 MI Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body.</i></p>	<p>The following activities can be applied specifically to Michigan, the Great Lakes region, or a more local area: SE/TE: 159, Make a Puzzle TE Only: 159c, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. **</p>	<p>SE/TE: 120, Try It! 133, Land and Water 134-137, Landforms 148-149, Investigate It! 154, Chapter Review – Lesson 1 156-157, Apply It! 158, Erosion 158, Make a Poster 159, Make a Puzzle 196-197, Investigate It!</p> <p>TE Only: 118D, Teacher Background 118G-118H, Leveled Content Reader Support 136, Explain 137b, Lesson 1 Check – Question 4 140, Differentiated Instruction 143, Differentiated Instruction 149c, Guided Inquiry 159a, ELA/Literacy 159a, Performance Expectation Activity 159c, ELA/Literacy 159c, Mathematics 159c, Performance Expectation Activity 159d, ELA/ Literacy 159d, Performance Expectation Activity 197c, Guided Inquiry</p>
<p><i>2-ESS2-3 MI Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin.</i></p>	<p>For supporting content, see Grade 2 pages 136-137 containing general information about where fresh water is found. In addition, the Performance Expectation Activity on pg. 159d of the TE includes the Great Lakes and Great Lakes Basin in a global search for water on Earth.</p>

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Michigan Science Standards	Interactive Science ©2016
Engineering Design	
<p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>SE/TE: 6-15, STEM Activity: Trails That Last 58, Apply It! 66-75, STEM Activity: Trap It and Learn! 122-131, STEM Activity: How Can You Make Recycled Paper? 156, Apply It! 164-173, STEM Activity: Strike Up a Band! 174-177, Lesson 1 190, Ask a Question 208-217, STEM Activity: All Bound Up! 222-227, Lesson 2 242-247, Design It! 248, Design a Solution</p> <p>TE Only: 117a, Performance Expectation Activity 143, Differentiated Instruction 197a, Activity Card Support 160G-160H, Leveled Content Reader Support 227a, Explore It! Lesson 2 Check- Questions 1-5</p>

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Michigan Science Standards	Interactive Science ©2016
<p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>SE/TE: 6-15, STEM Activity: Trails That Last 40, Explore It! 45, Materials in Bridges 47, Explore It! 47, Materials in Towers 66-75, STEM Activity: Trap It and Learn! 88, Explore It! 122-131, STEM Activity: How Can You Make Recycled Paper? 144, Explore It! 159, Model Earthquake Damage 164-173, STEM Activity: Strike Up a Band! 182, Explore It! 183, Tools 184-185, More Tools 208-217, STEM Activity: All Bound Up! 243, Design It!, Question 3 232, Lightning Lab</p> <p>TE Only: 47a, Explore It! 63, SEP: Developing and Using Models 93a, Explore It! 117b, Performance Expectation Activity 135, 21st Century Learning 147a, Explore It! 187, 21st Century Learning 187a, Explore It! 160G-160H, Leveled Content Reader Support 204, CCC: Structure and Function</p>

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Michigan Science Standards	Interactive Science ©2016
<p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>SE/TE: 9, Plan and Draw - Question 6 12-13, Make and Test 14-15, Record and Share 72-73, Make and Test 74-75, Record and Share 114-115, Apply It! 128-129, Make and Test 130-131, Record and Share 170-171, Make and Test 172-173, Record and Share 214-215, Make and Test 216-217, Record and Share 235, Analyze and Conclude 245, Make and Test 246-247, Record and Share</p> <p>TE Only: 61b, Performance Expectation Activity 160G-160H, Leveled Content Reader Support 205, SEP: Analyzing and Interpreting Data</p>

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Michigan Science Standards	Interactive Science ©2016
GRADE 3	
Forces and Interactions	
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.	<p>SE/TE: 2, Try It! 4-7, STEM Activity: Heave Ho! 14, Explore It! 15, Causes of Motion 16, Lightning Lab 16-17, Effects of Mass and Friction 18-19, Motion and Combined Forces 21, Got It? 22, Explore It! 23-25, Lesson 3 25, Lightning Lab 26-27, Investigate It! 34, Chapter Review - Lesson 2 35, Chapter Review - Question 10 36, Benchmark Practice - Questions 1-6 99, Plan an Investigation 308-313, Lesson 3 314-319, Lesson 4 320-325, Lesson 5</p> <p>TE Only: 1, SEP: Planning and Carrying Out Investigations 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, CCC: Cause and Effect 1I, Professional Development Note 17, Common Misconception 21a, Explore It! 21b, Lesson 2 Check - Questions 2, 3, 6, 7 25a, Explore It! 27a-27d, Activity Card Support 35a-35b, Chapter 1 Test - Questions 1, 3, 4, 5, 9, and 10 99a, ELA/Literacy 99a, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
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.	<p>SE/TE: 10, At-Home Lab 12, How Fast Objects Move 13, Variable Speed 14, Explore It! 14-15, Envision It! 22, Explore It! 25, Got It? – Question 5 26-27, Investigate It! 34, Chapter Review - Lesson 1, Lesson 2 50, At-Home Lab 94-97, Apply It! 99, Plan an Investigation</p> <p>TE Only: 1G-1H, Leveled Content Reader Support 12, Professional Development Note 13b, Lesson 1 Check - Questions 2, 5, 6 21a, Explore It! 25a, Explore It! 27a-27d, Activity Card Support 27c, Guided Inquiry 99b, ELA/Literacy 99b, Performance Expectation Activity</p>
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.	<p>SE/TE: 2, Try It! 15, Causes of Motion 20-21, Magnetism 77, Electric Charges 99, Plan an Investigation 300, Questions</p> <p>TE Only: 1I, CCC: Cause and Effect 21, Common Misconception 21b, Lesson 2 Check - Question 1 27d, Open Inquiry 38, CCC: Cause and Effect 39, SEP: Asking Questions and Defining Problems 77, Infer 80, Professional Development Note 83d, Open Inquiry 99c, ELA/Literacy 99c, Performance Expectation Activity 99d, Mathematics 99d, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. *</p>	<p>SE/TE: 2, Try It! 15, Causes of Motion 20-21, Magnetism 77, Electric Charges 99, Solve a Problem 347, Problems and Solutions 348-349, Scientific Discoveries and Technology 356-361, Lesson 3 371, Chapter Review – Lesson 3</p> <p>TE Only: 21b, Lesson 2 Check - Question 1 38, CCC: Cause and Effect 24, 21st Century Learning 77, Infer 99c, Performance Expectation 99c, ELA/Literacy Activity 99d, Performance Expectation Activity 99d, Mathematics 99d, Performance Expectation Activity 349a, My Planet Diary 349b, Lesson 1 Check – Questions 3, 4</p>

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Michigan Science Standards	Interactive Science ©2016
Interdependent Relationships in Ecosystems	
3-LS2-1 Construct an argument that some animals form groups that help members survive.	<p>SE/TE: 199, Let's Read Science 208, Groups Within Ecosystems 210, Explore It! 215, Lightning Lab 216-223, Lesson 3 244, Animals and Seasons 245, Matching Traits</p> <p>TE Only: xlvi-xlvii, STEMQuest: Where Have All the Organisms Gone? 196C, Adaptations 197, SEP: Engaging in Argument from Evidence 215, Differentiated Instruction 215a, Explore It! 215b, Lesson 2 Check – Question 6 223a, Explore It! 223b, Lesson 3 Check – Questions 4, 5 245f, ELA/Literacy 245f, Performance Expectation Activity 245g, ELA/Literacy 245g, Performance Expectation Activity 245h, ELA/Literacy 245h, Performance Expectation Activity</p>
3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **	<p>SE/TE: 219, Do the Math! 220, Natural Events Cause Change 221, Seasonal Change 222-223, Living Things Return 224, Explore It! 224-227, Lesson 4 228-229, Investigate It! 237, Chapter Review – Lesson 4 238, Benchmark Practice – Question 6 245, Matching Traits</p> <p>TE Only: 245e, Mathematics 245e, Performance Expectation Activity 245f, ELA/Literacy 245h, ELA/Literacy 245h, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>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. **</p>	<p>SE/TE: 199, Let’s Read Science 200-204, STEM Activity: Nothing Like a Habitat 210, Explore It! 215, Lightning Lab 216-223, Lesson 3 228-229, Investigate It! 237, Chapter Review – Lesson 4 239, Science Careers 240-243, Apply It! 244, Germinating Seeds/Animals and Seasons 245, Matching Traits</p> <p>TE Only: xlvi-xlvii, STEMQuest: Where Have All the Organisms Gone? 196C, Adaptations 196D, Teacher Background 196G-196H, Leveled Content Reader Support 197, SEP: Engaging in Argument from Evidence 215, Differentiated Instruction 215a, Explore It! 215b, Lesson 2 Check – Question 6 223a, Explore It! 223b, Lesson 3 Check – Questions 4, 5 229a-229d, Activity Card Support 245b, Performance Expectation Activity 245f, ELA/Literacy 245f, Performance Expectation Activity 245g, ELA/Literacy 245g, Performance Expectation Activity 245h, ELA/Literacy 245h, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>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. * **</p>	<p>SE/TE: 156-159, STEM Activity: Bird Feather Cleaning 198, Try It! 200-203, STEM Activity: Nothing Like a Habitat 204-209, Lesson 1 210-215, Lesson 2 216-223, Lesson 3 228-229, Investigate It! 230, Field Trip 236-237, Chapter Review – Lessons 1 and 3 238, Benchmark Practice - Questions 3 and 5 239, Science Careers 346-349, Lesson 1</p> <p>TE Only: xlvi-xlvii, STEMQuest: Where Have All the Organisms Gone? 156-157, Background 196, Professional Development Note 196, CCC: Systems and System Models 196G-196H, Leveled Content Reader Support 198, Lab Support 204, 21st Century Learning 209a, My Planet Diary 209b, Lesson 1 Check – Questions 1-7 215, Differentiated Instruction 219, 21st Century Learning 223a, Explore It! 223b, Lesson 3 Check- Questions 4, 5 229a-229d, Activity Card Support 230, Professional Development Note 237a-237b, Chapter 5 Test – Questions 1, 6, and 9 238, Benchmark Practice – Question 3 245h, ELA/Literacy 245h, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
Inheritance and Variation of Traits: Life Cycles and Traits	
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.	<p>SE/TE: 102, Try It! 104-107, STEM Activity: Watch It Grow! 128-133, Lesson 4 134-139, Lesson 5 176-183, Lesson 3 184-185, Investigate It! 186, STEM: Shark Tracking 193, Chapter Review – Lesson 3 245, Life Cycle Poster 312, Models</p> <p>TE Only: 100, CCC: Patterns 101, SEP: Developing and Using Models 133a, Explore It! 133b, Lesson 4 Check – Questions 1-5 136, 21st Century Learning 137, Science Notebook 139, Professional Development Note 139b, Lesson 5 Check – Questions 1-6 152, CCC: Patterns 152D, Animal Reproduction/Metamorphosis 176, Lab Support 178, Differentiated Learning 179, 21st Century Learning 180, Professional Development Note 183, Differentiated Learning 183a, Explore It! 183b, Lesson 3 Check – Questions 1-6 245a, ELA/Literacy 245a, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
<p>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.</p>	<p>SE/TE: 129, Reproduction 135, Science Careers 154, Try It! 161-167, Lesson 1 168, My Planet Diary 169, Both Alike and Different 170, At-Home Lab 170, Inherited Characteristics 172, Inherited Behavior 184-185, Investigate It! 192, Chapter Review – Question 6 194, Benchmark Practice – Questions 2, 5 195, Science in Your Backyard, 245, Matching Traits</p> <p>TE Only: 152, CCC: Patterns 153, SEP: Analyzing and Interpreting Data 167b, Lesson 1 Check 168, Professional Development Note 170, Differentiated Instruction 172, 21st Century Learning 175, 21st Century Learning 175a, My Planet Diary 175b, Lesson 2 Check – Question 3 176, Explore It! 185c, Guided Inquiry 193a-193b, Chapter 4 Test 245c, ELA/Literacy 245c, Performance Expectation Activity</p>
<p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>SE/TE: 102, Try It! 106, Test the Prototype 107, Communicate Results 116, Explore It! 171, Acquired Characteristics 172, Inherited Behavior 173, Learned Behavior 174-175, Small Differences in Traits 175, Got It? – Question 12 176, Explore It! 192, Chapter Review – Questions 5, 6 244, Animals and Seasons 245, Matching Traits 307, Interpret and Explain Data 328, Observe Insect Behavior</p>

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<p>(continued) 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>TE Only: 121a, Explore It! 121b, Lesson 2 Check – Question 5 171, Demonstrate/Decide 171, Science Notebook 173, Science Notebook 174, Conclude/Execute 174, Professional Development Note 175b, Lesson 2 Check – Questions 4, 6 182, Elaborate 183a, Explore It! 193a-193b, Chapter 4 Test – Questions 2, 7, and 10 245b, ELA/Literacy 245b, Performance Expectation Activity 245d, ELA/Literacy 245d, Performance Expectation Activity 245g, ELA/Literacy 245g, Performance Expectation Activity</p>
<p>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.</p>	<p>SE/TE: 107, Communicate Results 116, Explore It! 120, At-Home Lab 122, Explore It! 170, Inherited Characteristics 171, Acquired Characteristics 174-175, Small Differences in Traits 244, Animals and Seasons</p> <p>TE Only: 121a, Explore! 121b, Lesson 2 Check – Question 5 127a, Explore It! 171, Demonstrate/Decide 171, Science Notebook 174, Conclude/Execute 174, Professional Development Note 174, Science –Writing 175, 21st Century Learning 196E, At-Home Labs 245b, ELA/Literacy 245b, Performance Expectation Activity 245c, Performance Expectation Activity 245d, ELA/Literacy 245d, Performance Expectation Activity 245g, ELA/Literacy 245g, Performance Expectation Activity</p>

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Michigan Science Standards	Interactive Science ©2016
Weather and Climate	
<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<p>SE/TE: 248, Try It! 258, Explore It! 259, Weather 260-261, Climate 266-269, Lesson 3 276-277, Investigate It! 282-283, Chapter Review – Lessons 2 and 3 284, Benchmark Practice – Question 2 289, Measure Rainfall 303, Science Skills 306, Do the Math 307, Interpret and Explain Data</p> <p>TE Only: 246, CCC: Patterns 246, Predict 246D, Under Pressure 246G-246H, Leveled Content Reader Support 247, SEP: Analyzing and Interpreting Data 265a, Explore It! 265b, Lesson 2 Check – Questions 1, 4 269, Science Notebook 269a, Explore It! 269b, Lesson 3 Check – Questions 3, 4 277a-277d, Activity Card Support 283a, Chapter 6 Test – Question 4 283b, Chapter 6 Test – Question 10 289a, Mathematics 289a, Performance Expectation Activity 289b, Performance Expectation Activity 319a, Explore It!</p>

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Michigan Science Standards	Interactive Science ©2016
<p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p>	<p>SE/TE: 254, My Planet Diary 258, Explore It! 260-261, Climate 262-263, Factors That Affect Climate 264-265, Seasonal Weather Patterns; Chapter Review – Lesson 2 269, Predict 283, Chapter Review – Lesson 3 284, Benchmark Practice – Questions 1, 3 358, Do Research</p> <p>TE Only: 246, CCC: Patterns 246D, Climate Classification/Did You Know? (CloudSat) 246D, Under Pressure 246G-246H, Leveled Content Reader Support 254, 21st Century Learning 260, Professional Development Note 261, 21st Century Learning 261, Science Notebook 262, Differentiated Instruction – Advanced 265a, Explore It! 265b, Lesson 2 Check – Questions 2 and 3 269, Science Notebook 283a-283b, Chapter 6 Test – Questions 3 and 9 289a, Performance Expectation Activity 289b, ELA/Literacy 289b, Performance Expectation Activity 289c, ELA/Literacy 289c, Performance Expectation Activity</p>

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<p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. **</p>	<p>SE/TE: 249, Let's Read Science 250-253, STEM Activity: Runaway Water! 256-257, Water Cycle 262-263, Factors That Affect Climate 270-275, Lesson 4 278, Science Careers 283, Chapter Review – Lesson 4 284, Benchmark Practice – Question 6 285, Big World, My World 288, Make a Booklet 288, Make a Poster 303, Science Skills 307, Interpret and Explain Data 346-349, Lesson 1 356-361, Lesson 3 362-363, Investigate It!</p> <p>TE Only: 246, Lab Support 246C, The Water Cycle 246G-246H, Leveled Content Reader Support 250, Background 254, 21st Century Learning 265b, Lesson 2 Check – Question 5 275a, Explore It! 275b, Lesson 4 Check – Questions 1-6 283a, Chapter 6 Test – Question 5 289c, ELA/Literacy 289c, Performance Expectation Activity 338: CCC: Influence of Engineering, n Technology, and Science on Society and the Natural World 363a-363d, Activity Card Support</p>

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Michigan Science Standards	Interactive Science ©2016
Engineering Design	
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.	<p>SE/TE: 4-7, STEM Activity: Heave Ho! 28, The Wright Brothers 104-107, STEM Activity: Watch It Grow! 156-159, STEM Activity: Bird Feather Cleaning 198, Try It! 200-204, STEM Activity: Nothing Like a Habitat 250-253, STEM Activity: Runaway Water! 337, Cary Fowler 342-345, STEM Activity: Bird Food Is Served! 346, My Planet Diary 348-349, Scientific Discoveries and Technology 357-361, Design Process 358, Identify the Problem 359, 21st Century Learning 361, Evaluate and Redesign 374-379, Design It!</p> <p>TE Only: 290, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 291, SEP: Asking Questions and Defining Problems 349a, My Planet Diary 361b, Lesson 3 Check – Question 4</p>
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.	<p>SE/TE: 4-7, STEM Activity: Heave Ho! 28, The Wright Brothers 42-45, STEM Activity: Sun, Light, Energy 84, Electrical Engineer 104-107, STEM Activity: Watch It Grow! 156-159, STEM Activity: Bird Feather Cleaning 200-203, STEM Activity: Nothing Like a Habitat 250-253, STEM Activity: Runaway Water! 294-297, STEM Activity: Can You Hear Me? 341, Let's Read Science 342-345, STEM Activity: Bird Food Is Served! 346-349, Lesson 1 357-361, Design Process 358, Do Research 359, Develop Possible Solutions 364, Lawn Mowers 374-379, Design It!</p>

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<p>(continued) 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.</p>	<p>TE Only: 5, Pre-Activity Discussion 6, Post-Activity Discussion 43, Pre-Activity Discussion 44, Post-Activity Discussion 55, 21st Century Learning 105, Pre-Activity Discussion 106, Post-Activity Discussion 157, Pre-Activity Discussion 158, Post-Activity Discussion 201, Pre-Activity Discussion 202, Post-Activity Discussion 251, Pre-Activity Discussion 252, Post-Activity Discussion 290, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 295, Pre-Activity Discussion 296, Post-Activity Discussion 339, SEP: Constructing Explanations and Designing Solutions 343, Pre-Activity Discussion 344, Post-Activity Discussion 349a, My Planet Diary</p>
<p>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.</p>	<p>SE/TE: 4-7, STEM Activity: Heave Ho! 104-107, STEM Activity: Watch It Grow! 156-159, STEM Activity: Bird Feather Cleaning 200-203, STEM Activity: Nothing Like a Habitat 250-253, STEM Activity: Runaway Water! 342-345, STEM Activity: Bird Food Is Served! 357-361, Design Process 361, Evaluate and Redesign 374-379, Design It!</p> <p>TE Only: 99a, Chapter 1 Performance Expectation Activity</p>

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GRADE 4	
Energy	
4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<p>SE/TE: 10-11, Forms of Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 24, Light Waves We See 27, Absorption 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 2 and 4 44, Benchmark Practice – Question 5 48, Try It! 59, Lightning Lab 62, Explore It! 63, Speed 64, At-Home Lab 68-69, Investigate It 75, Chapter Review - Lesson 2 76, Benchmark Practice - Question 3 77, Go Green! 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 86-91, Lesson 1 92-95, Lesson 2 103, Chapter Review - Lesson 2 104, Benchmark Practice – Question 5 111, Design a Device</p> <p>TE Only: 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 8, Professional Development Note 30, Professional Development Note 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 43a-43b, Chapter 1 Test – Questions 7-10 46, CCC: Energy and Matter 46D, The Force of Seatbelts and Airbags 67a, Explore It! 78, CCC: Energy and Matter 79, SEP: Construction Explanations and Designing Solutions 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6</p>

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<p>(continued) 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p>	<p>TE Only: 97b, Investigate It! 103a-103b, Chapter 3 Test – Questions 1, 3, 5, 9, and 10 111a, ELA/Literacy 111a, Performance Expectation Activity 111b, ELA/Literacy 111b, Performance Expectation Activity 111d, Performance Expectation Activity</p>
<p>4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>SE/TE: 2, Try It! 9, Energy 10, Electrical Energy 10-11, Forms of Energy 11, Light Energy 12-13, Where is the Energy? 14-15, Energy and Motion/Forms of Potential Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 22-27, Lesson 3 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 2 and 4 44, Benchmark Practice – Questions 1 and 5 58, Forces Affect Objects 59, Force and Motion 59, Lightning Lab 68-69, Investigate It! 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 86-91, Lesson 1 92-95, Lesson 2 98, Science Careers 102, Chapter Review – Lesson 1 103, Chapter Review – Do the Math 103, Chapter Review - Lesson 2 104, Benchmark Practice – Questions 3 and 5 106-109, Apply It! 110, Height and Potential Energy 111, Design a Device 194, Explore It!</p>

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<p>(continued) 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>TE Only: 1, SEP: Planning, Carrying Out Investigations 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 15b, Lesson 1 Check – Question 5 27b, Lesson 3 Check – Question 5 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 43a, Chapter 1 Test – Question 1 43a-43b, Chapter 1 Test – Questions 1, 7-10 46, CCC: Energy and Matter 67a, Explore It! 78, CCC: Energy and Matter 78C, Electrical Charges and Interactions 78D, Transformer Basics 91b, Lesson 1 Check – Questions 1, 2, 4, 6 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 4, 5 103b, Chapter 3 Test – Questions 9, 10 111a, Performance Expectation Activity 111b, ELA/Literacy 111b, Mathematics 111b, Performance Expectation Activity 111c, ELA/Literacy 111c, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 199a, Explore It!</p>

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<p>4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>SE/TE: 2, Try It! 9, Energy 10-11, Forms of Energy 12-13, Where is the Energy? 14, Energy and Motion 14-15, Energy and Motion/Forms of Potential Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 24, Light Waves We See 26-27, Light and Matter 27, Absorption 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 2 and 4 44, Benchmark Practice – Questions 1, 5 58, Forces Affect Objects 59, Force and Motion 59, Lightning Lab 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 86-91, Lesson 1 92-95, Lesson 2 102-103, Chapter Review – Lessons 1 and 2 104, Benchmark Practice – Questions 3 and 5 110, Height and Potential Energy 111, Design a Device 316-317, A Bouncing-Ball Experiment 328, Go Further</p> <p>TE Only: 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 15b, Lesson 1 Check – Question 5 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 43a-43b, Chapter 1 Test – Questions 1, 7-10 46, CCC: Energy and Matter 47, SEP: Asking Questions and Defining Problems 78, CCC: Energy and Matter 91b, Lesson 1 Check – Questions 1, 6 95a, Explore It!</p>

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<p>(continued) 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>TE Only: 95b, Lesson 2 Check – Questions 1-6 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 4, 5 103b, Chapter 3 Test – Questions 9, 10 111b, ELA/Literacy 111b, Performance Expectation Activity 111c, ELA/Literacy 111c, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 328, 21st Century Learning</p>
<p>4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *</p>	<p>SE/TE: 8, My Planet Diary 9, Energy 10, Electrical Energy 10-11, Forms of Energy 10-11, Where is the energy? 14-15, Forms of Potential Energy 16, My Planet Diary 17, Sound Energy 18, How Sounds Travels 24, Light Waves We See 27, Absorption 28-34, Lesson 4 34-35, Investigate It! 36, Science in Your Backyard 42-43, Chapter Review – Lessons 1, 2, and 4 44, Benchmark Practice – Question 5 45, Field Trip 50-53, STEM Activity: Let’s Glide Away! 59, Lightning Lab 70, Smart Plane 80, Try It! 81, Let’s Read Science 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 86-91, Lesson 1 88, Lightning Lab 92-95, Lesson 2 96-97, Investigate It! 98, Science Careers 102-103, Chapter Review – Lessons 1 and 2 104, Benchmark Practice – Question 5 105, Go Green! 110, Cooking Up Science 111, Design a Device 298, Try It! 338, Chapter Review – Lesson 1</p>

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Michigan Science Standards	Interactive Science ©2016
<p>(continued) 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *</p>	<p>344, Try It 350-355, Lesson 1 356-363, Design Process, Lesson 2 366, STEM 370, Chapter Review – Lesson 1</p> <p>TE Only: 1G-1H, Leveled Content Reader Support 1I, CCC: Energy and Matter 13, 21st Century Learning 15a, My Planet Diary 15b, Lesson 1 Check – Questions 1-4, 6 32, 21st Century Learning 33a, Explore It! 33b, Lesson 1 Check – Questions 1-6 35a-35d, Activity Card Support 35b, Investigate It! 43a-43b, Chapter 1 Test – Questions 7-10 46, CCC: Energy and Matter 60, Science Notebook 78, CCC: Energy and Matter 78D, Transformer Basics 79, SEP: Construction Explanations and Designing Solutions 91b, Lesson 1 Check – Questions 2, 4, 6 95a, Explore It! 95b, Lesson 2 Check – Questions 1-6 97a-97d, Activity Card Support 97b, Investigate It! 103a, Chapter 3 Test – Questions 1, 3, 5 103b, Chapter 3 Test – Questions 9, 10 111b, ELA/Literacy 111b, Performance Expectation Activity 111d, Performance Expectation Activity 111e, Performance Expectation Activity 296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 307b, Lesson 1 Check – Question 5 342G-342H, Leveled Content Reader Support 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6</p>

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4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	<p>SE/TE: 13, Go Green 45, Field Trip 81, Let's Read Science 87, Electric Charges 88, Cause and Effect 91, Got It? – Question 11 194-199, Lesson 3 211, Fossil Fuels 220, Chapter Review – Lesson 3 222, Benchmark Practice 300-303, Do Research 350-355, Lesson 1 357, Design Process 358, Step 2: Do Research</p> <p>TE Only: 4, Background 11, Science Writing 13, 21st Century Learning 27, 21st Century Learning 32, 21st Century Learning 71, 21st Century Learning 77, Build Enduring Understanding 78, CCC: Energy and Matter 93, ELL Support 93, Science – Social Studies 94, 21st Century Learning 111b, ELA/Literacy 111c, Performance Expectation Activity 111d, ELA/Literacy 111d, Performance Expectation Activity 111e, ELA/Literacy 111e, Performance Expectation Activity 196, 21st Century Learning 197, Professional Development Note 199, Professional Development Note 199a, Explore It! 199b, Lesson 3 Check – Questions 1-6 221a-221b, Chapter 5 Test – Questions 5, 7, and 9 229d, ELA/Literacy 229d, Performance Expectation Activity 230D, Harnessing Solar Energy 230G-230H, Leveled Content Reader Support 296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 296G-296H, Leveled Content Reader Support 342C, Science and Technology</p>

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<p>(continued) 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p>342G-342H, Leveled Content Reader Support 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6</p>
<p>Waves: Waves and Information</p>	
<p>4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p>	<p>SE/TE: 16-21, Lesson 1 20, Lightning Lab 36, Science in Your Backyard 269, Ocean and Seas 319, Observations and Evidence 320, Models</p> <p>TE Only: 1C, The Speed of Sound 1G-1H, Leveled Content Reader Support 18, Professional Development Note 19, Common Misconception 19, Science Notebook 21b, Lesson 2 Check – Questions 1, 4 111e, Performance Expectation Activity 111f, Performance Expectation Activity</p>
<p>4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. *</p>	<p>SE/TE: 10-11, Forms of Energy 16, My Planet Diary 93, Energy Changing Form 96-97, Investigate It! 350-351, Envision It! 350-355, Lesson 1 351, Scientific Discoveries 353, Today’s transportation systems... 354-355, Everyday Technologies 356-363, Lesson 2 358, Step 2: Do Research 359, Step3: Develop Possible Solutions 362, Step7: Communicate Results</p> <p>TE Only: 1G-1H Leveled Content Reader Support 21a, My Planet Diary 97a-97d, Activity Card Support 111f, Performance Expectation Activity 296G-296H, Leveled Content Reader Support 342C, Science and Technology 342G-342H, Leveled Content Reader Support 343, SEP: Constructing Explanations and Designing Solutions 355b, Lesson 1 Check – Question 2</p>

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Structure, Function, and Information Processing	
4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	<p>SE/TE: 2, Try It! 26-27, Light and Matter 43, Chapter Review – Lesson 3 308, Explore It!</p> <p>TE Only: 1G-1H, Leveled Content Reader Support 23, Build Background 26, Common Misconception 26, Determine 26, Science – Writing 27, Infer 27a, Explore It! 27b, Lesson 3 Check – Question 4 78, CCC: Energy and Matter 111b, Mathematics 111g, ELA/Literacy 111g, Mathematics 111g, Performance Expectation Activity 296D, Using a Microscope 313a, Explore It!</p>
4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<p>SE/TE: 114, Try It! 116-119, STEM Activity: Natural Humidifier 122-123, Classifying Plants 124-127, Classifying Animals 128-135, Lesson 2 136-141, Lesson 3 142-147, Lesson 4 154, My Planet Diary 170, Chapter Review – Lessons 1-4 172, Benchmark Practice – Questions 4, 5, 6 178-181, STEM Activity 228, Write a Biography</p> <p>TE Only: xlvi-xlvii, QUEST: Make a Human Body Road Map 112, CCC: Systems and System Models 112C, What Do Leaves and Stems Do? 112G-112H, Leveled Content Reader Support 113, SEP: Engaging in Argument from Evidence 125, Differentiated Instruction 126, Professional Development Note 127b, Lesson 1 Check – Questions 1-5 133, Differentiated Instruction</p>

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<p>(continued) 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p>TE Only: 134, 21st Century Learning 135a, My Planet Diary 135b, Lesson 2 Check – Questions 1-6 141a, Explore It! 141b, Lesson 3 Check – Questions 1-6 144, Differentiated Instruction – Advanced 146, Science Notebook 147a, Explore It! 147b, Lesson 4 Check – Questions 1-6 151, Differentiated Instruction 154, Professional Development Note 159a, My Planet Diary 171a-171b, Chapter 4 Test – Questions 2, 3, and 9 229a, ELA/Literacy 229a, Performance Expectation Activity</p>
<p>4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	<p>SE/TE: 128, My Planet Diary 132, Pollen on the Move 142, Explore It 154, My Planet Diary 154-159, Lesson 6 171, Chapter Review – Lesson 6 228, Write a Biography</p> <p>TE Only: xlvi-xlvii, QUEST 111g, Performance Expectation Activity 112, CCC: Systems and System Models 135a, My Planet Diary 135b, Lesson 2 Check – Question 6 147a, Explore It! 154, Professional Development Note 159a, My Planet Diary 159b, Lesson 6 Check – Questions 1-6 171a, Chapter 4 Test – Questions 3, 6 229b, Performance Expectation Activity</p>

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Earth's Systems: Processes that Shape the Earth	
4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **	<p>SE/TE: 202-203, How Fossils Form 210, Fossil Age 244-251, Lesson 2 252-253, The Rock Cycle 254, Explore It! 258, Erosion 259, Deposition 260, My Planet Diary 261, Earth's Moving Plates 262, Volcanoes 263, Earthquakes 277, Water Cycle and Climate 286, Chapter Review - Lesson 2 293, Interpret Your Data 295, Create a Booklet 321, Explanations 326, Evidence and Inferences</p> <p>TE Only: 203, 21st Century Learning 204, Differentiated Instruction 211b, Lesson 5 Check – Question 4 221b, Chapter 5 Test – Question 8 229c, ELA/Literacy 229c, Performance Expectation Activity 230C, Uncovering Fossils 230G-230H, Leveled Content Reader Support 248, Differentiated Instruction 249, Professional Development Note 251, Differentiated Instruction – Advanced 252, Science Notebook 253a, Explore It! 253b, Lesson 2 Check – Questions 1-6 265a, My Planet Diary 277a, Explore It! 277b, Lesson 6 Check – Questions 1-6 287b, Chapter 6 Test – Questions 7, 8 295d, ELA/Literacy 295d, Performance Expectation Activity</p>

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<p><i>4-ESS1-1 MI Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan’s geological changes over time.</i></p>	<p>SE/TE: For supporting content, see Chapter 5, lesson 5 and Chapter 6, Lessons 2 and 3.</p> <p>TE Only: The Performance Expectation Activity on page 295d can be applied to the canyon sites in Michigan’s Upper Peninsula.</p>
<p>4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**</p>	<p>SE/TE: 188-193, Lesson 2 220, Chapter Review – Lesson 2 229, Make a Presentation 234-237, STEM Activity: Hold Back the Water 244-245, Envision It! 254-259, Lesson 3 260-265, Lesson 4 276, Water Cycle and Weather 278-279, Investigate It! 286, Chapter Review – Lesson 3 290-293, Apply It! 319, Observation and Evidence</p> <p>TE Only: 193b, Lesson 2 Check – Questions 5, 6 215, 21st Century Learning 221b, Chapter 5 Test – Question 9 229c, Performance Expectation Activity 230, CCC: Cause and Effect 230D, Look Out Below! 231, SEP: Planning and Carrying Out Investigations 246, Common Misconception 257, Science Notebook 258, Science Notebook 259a, Explore It! 259b, Lesson 3 Check – Questions 1-6 265b, Lesson 4 Check – Question 6 279a-279d, Activity Card Support 287b, Chapter 6 Test – Questions 9, 10 295a, ELA/Literacy 295a, Performance Expectation Activity</p>

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<p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.</p>	<p>SE/TE: 234-237, STEM Activity: Hold Back the Water 244, Explore It! 246-247, Igneous Rocks 248-249, Sedimentary Rock 252-253, The Rock Cycle 254, Explore It! 255, Earth’s Surface 259, Deposition 260, My Planet Diary 261, Earth’s Moving Plates 262, Volcanoes 263, Earthquakes 268-269, Surface Water 277, Water Cycle and Climate 278-279, Investigate It! 280, The Galápagos Islands 287, Chapter Review – Lesson 4 295, Create a Booklet 295, Make a Map</p> <p>TE Only: 229c, Performance Expectation Activity 248, Science – Social Studies 262, 21st Century Learning 263, Science – Social Studies 265a, My Planet Diary 265b, Lesson 4 Check – Questions 1, 4, 5 269, Science – Social Studies 279a-279d, Activity Card Support 287b, Chapter 6 Test – Question 8 295b, ELA/Literacy 295b, Performance Expectation Activity 295d, ELA/Literacy 295d, Performance Expectation Activity</p>

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4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. * **	<p>SE/TE: 234-237, STEM Activity: Hold Back the Water 244-245, Envision It! 254-255, Envision It! 256-257, Weathering 258, Erosion 260-265, Lesson 4 276, Water Cycle and Weather 278-279, Investigate It! 289, STEM: Robotic Fish 290-293, Apply It! 295, Create a Booklet 357-363, Design Process</p> <p>TE Only: 230, CCC: Cause and Effect 230D, How Hybrids Save Energy 230G-230H, Leveled Content Reader Support 258, Science Notebook 260, Professional Development Note 265a, My Planet Diary 265b, Lesson 4 Check – Questions 2, 3, 6 279a-279d, Activity Card Support 295a, Performance Expectation Activity 295c, ELA/Literacy 295c, Performance Expectation Activity 342, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 342G-342H, Leveled Content Reader Support</p>
<i>4-ESS3-2 MI Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan’s people and places.</i>	<p>SE/TE: 234-237, STEM Activity: Hold Back the Water 295, Create a Booklet</p> <p>TE Only: 295dc, Performance Expectation Activity</p>

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Engineering Design	
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.	<p>SE/TE: 4-7, STEM Activity: Is It Cold in Here? 45, Solar Cooking 50-53, STEM Activity: Let's Glide Away! 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 116-119, STEM Activity: Natural Humidifier 178-181, STEM Activity: Home, Sweet Home! 234-237, STEM Activity: Hold Back the Water 300-303, STEM Activity: Time to Clean Green! 346-349, STEM Activity: What's Inside? 350-355, Lesson 1 357-363, Design Process 374-379, Design It!</p> <p>TE Only: 296, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 297, SEP: Asking Questions and Defining Problems 342G-342H, Leveled Content Reader Support 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6</p>
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.	<p>SE/TE: 4-7, STEM Activity: Is It Cold in Here? 50-53, STEM Activity: Let's Glide Away! 70, Smart Plane 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 116-119, STEM Activity: Natural Humidifier 178-181, STEM Activity: Home, Sweet Home! 234-237, STEM Activity: Hold Back the Water 289, Robotic Fish 295, Make a Booklet 300-303, STEM Activity: Time to Clean Green! 346-349, STEM Activity: What's Inside? 350-355, Lesson 1 357, Design Process 357-363, Design Process 358, Step 2: Do Research 363, Communicate Results 366, Submersibles 370-371, Chapter Review – Lessons 1 and 2 371, Chapter Review – Lesson 2 372, Benchmark Practice – Questions 2, 3, 5 374-379, Design It! 375, Do Research</p>

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<p>(continued) 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.</p>	<p>TE Only: 5, Pre-Activity Discussion 6, Post-Activity Discussion 51, Pre-Activity Discussion 52, Post-Activity Discussion 83, Pre-Activity Discussion 84, Post-Activity Discussion 117, Pre-Activity Discussion 118, Post-Activity Discussion 179, Pre-Activity Discussion 180, Post-Activity Discussion 235, Pre-Activity Discussion 236, Post-Activity Discussion 260, Professional Development Note 301, Pre-Activity 302, Post-Activity Discussion 342, CCC: Influence of Engineering, Technology, and Science on Society and the Natural World 342G-342H, Leveled Content Reader Support 343, SEP: Constructing Explanations and Designing Solutions 347, Pre-Activity Discussion 348, Post-Activity Discussion 355a, My Planet Diary 355b, Lesson 1 Check – Questions 1-6 363b, Lesson 2 Check – Questions 1-6 371a-371b, Part 2 Test – Questions 1-6, 7, 9</p>
<p>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.</p>	<p>SE/TE: 4-7, STEM Activity: Is It Cold in Here? 50-53, STEM Activity: Let’s Glide Away! 82-85, STEM Activity: How Can You Keep Liquids Warm or Cold? 116-119, STEM Activity: Natural Humidifier 178-181, STEM Activity: Home, Sweet Home! 234-237, STEM Activity: Hold Back the Water 300-303, STEM Activity: Time to Clean Green! 346-349, STEM Activity: What’s Inside? 357-363, Design Process 361, Step 6: Test the Prototype 363, Step 8: Evaluate and Redesign 374-379, Design It!</p>

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GRADE 5	
Structure and Properties of Matter	
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.	<p>SE/TE: 1, What makes up these giant crystals? 4-7, STEM Activity: Is It Cold in Here? 8, My Planet Diary 9, Matter 12, Atoms 13, Atomic Arrangement 13, Lightning Lab 14-15, Compounds 16, Explore It! 34, Explore It! 36, At-Home Lab 48, Chapter Review – Lesson 1</p> <p>TE Only: 1C-1D, Teacher Background 1G-1H, Leveled Content Reader Support 1I, Professional Development Note 1I, Read Aloud 8, Common Misconception 9, ELA Support 12, Differentiated Instruction 15, Professional Development Note 15, RTI: Response to Intervention 15a, My Planet Diary 15b, Lesson 1 Check – Questions 1, 3, 4 21a, Explore It! 39a, Explore It! 49a, Chapter 1 Test – Question 5 99a, Performance Expectation Activity</p>

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5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	<p>SE/TE: 2, Try It! 9, Matter 19, Volume 20, Temperature 22, Explore It! 24, Solids, Liquids, Gases, Plasmas 25, Freezing and Melting 25, Lightning Lab 26, Do the Math! 26, Evaporation 27, Condensation 48, Chapter Review – Lesson 3 336, Explore It! 342, Lightning Lab</p> <p>TE Only: 1, SEP: Using Mathematics and Computational Thinking 1C, Teacher Background 1I, CCC: Scale, Proportion, and Quantity 21b, Lesson 2 Check – Questions 1, 3, 4, 6 27a, Explore It! 99a, Mathematics 99a, Performance Expectation Activity 99b, ELA/Literacy 99b, Mathematics 99b, Performance Expectation Activity EM1, Measurements</p>
5-PS1-3 Make observations and measurements to identify materials based on their properties.	<p>SE/TE: 2, Try It! 3, Let’s Read Science! 10-11, Elements 16-21, Lesson 2 22, Explore It! 24, Solids, Liquids, Gases, Plasmas 25, Freezing and Melting 25, Lightning Lab 26, Do the Math! 28, Explore It! 33 Solubility 34, Explore It! 48, Chapter Review – Lesson 3 98, Plan an Investigation 336, Explore It! 342, Lightning Lab 344, Explore It! EM1, Measurements</p>

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<p>(continued) 5-PS1-3 Make observations and measurements to identify materials based on their properties.</p>	<p>TE Only: 1I, CCC: Scale, Proportion, and Quantity 21b, Lesson 2 Check – Questions 1-4, 6, 7 99a, Mathematics 99a, Performance Expectation Activity 99b, Mathematics 99b, Performance Expectation Activity 99c, Performance Expectation Activity EM1, Measurements</p>
<p>5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>SE/TE: 14-15, Compounds 16, Explore It! 22, Explore It! 34, Explore It! 37, Chemical Changes 38, Lightning Lab 38-39, Temperature and Chemical Changes 40-41, Investigate It! 42, Sidewalks and Playgrounds 49, Chapter Review – Lessons 4 and 5 50, Benchmark Practice – Questions 8, 9 98, Plan an Investigation 99, Investigate Mixtures 186, Chapter Review - Lesson 1 195, Create a Food Web Model 348-349, Investigate It!</p> <p>TE Only: 1G-1H, Leveled Content Reader Support 21a, Explore It! 27a, Explore It! 27b, Lesson 3 Check – Question 6 30, Professional Development Note 32, 21st Century Learning 39b, Lesson 5 Check – Questions 2, 5, 6 41a-41d, Activity Card Support 49b, Chapter 1 Test – Question 8 99d, ELA/Literacy 99d, Performance Expectation Activity</p>

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Matter and Energy in Organisms and Ecosystems	
5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	<p>SE/TE: 37, Chemical Changes 112-113, Structures for Respiration and Circulation 150-157, Lesson1 162, Food Chains 162, Lightning Lab 163, Food Webs 186, Chapter Review - Lesson 1 195, Create a Food Web Model</p> <p>TE Only: 100, CCC: Energy and Matter 143, SEP: Developing and Using Models 154, Differentiated Instruction 157b, Lesson 1 Check – Questions 3, 6 163, Science Notebook 187a, Chapter 1 Test – Questions 1, 3 195a, Performance Expectation Activity 195c, ELA/Literacy 195c, Performance Expectation Activity</p>
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	<p>SE/TE: 111, At-Home Lab 112-113, Structures for Respiration and Circulation 114, Explore It! 132-133, Investigate It! 133a-133d, Activity Card Support 144, Try It! 146-149, STEM Activity: Let It Self-Water! 150-157, Lesson 1 158-165, Lesson 2 187, Chapter Review - Question 11 189, Go Green!</p> <p>TE Only: 100, CCC: Energy and Matter 100D, In Thin Air 101, SEP: Engaging in Argument from Evidence 119a, Explore It! 133a-133d, Activity Card Support 155, Science Notebook 157, Differentiated Instruction 195a, Performance Expectation Activity 195b, ELA/Literacy 195b, Performance Expectation Activity 195c Performance Expectation Activity</p>

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<p>5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>SE/TE: 111, At-Home Lab 144, Try It! 151, Plants and Energy 154-155, Photosynthesis 158-165, Lesson 2 167, Environmental Changes 176, Nonnative Species 186, Chapter Review – Lessons 1 and 2 187, Chapter Review – Question 11 188, Benchmark Practice – Questions 3, 4, 5 189, Go Green! 195, Create a Food Web Model</p> <p>TE Only: 142, CCC: Systems and System Models 142, Predict 143, SEP: Developing and Using Models 152, Elaborate 153, 21st Century Learning 157, Differentiated Instruction 157b, Lesson 1 Check – Questions 1, 4, 6 163, Science Notebook 165a, Explore It! 165b, Lesson 2 Check – Questions 1-7 187a-187b, Chapter 4 Test – Questions 4, 5, 8, 9, 10 195a, ELA/Literacy 195a, Performance Expectation Activity 195c, ELA/Literacy 195c, Performance Expectation Activity 349a-349d Activity Card Support</p>

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Earth's Systems	
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	<p>SE/TE: 4-7, STEM Activity: Trap and Store 198, Try It! 200-203, STEM Activity: Filter it Out! 202, Part 1 Review – Lessons 1, 2 206-207, The Water Cycle 210-215, Lesson 2 216-223, Lesson 3 224, Explore It! 228-229, Types of Clouds 232-235, Factors that Affect Climate 252-253, Chapter Review – Lessons 1, 2, 3, 4 254, Benchmark Practice – Question 2 313, Landforms and Weather 318-321, STEM Activity: Where's the Wind Going?</p> <p>TE Only: 196, CCC: Systems and System Models 197, SEP: Developing and Using Models 198, Teacher Background 207, Differentiated Instruction 209, Professional Development Note 214, Differentiated Instruction 215a, My Planet Diary 215b, Lesson 2 Check – Questions 1-6 229a, Explore It! 229b, Lesson 4 Check – Questions 5, 6 253a, Chapter 5 Test – Questions 3, 5, 9 313a, ELA/Literacy 313a, Mathematics 313a, Performance Expectation Activity</p>
<i>5-ESS2-1 MI Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.</i>	<p>SE/TE: 232-235, Factors that Affect Climate 234, Lightning Lab</p> <p>TE Only: 313a, Performance Expectation Activity 313a, Mathematics</p>

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<p>5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p>SE/TE: 178-179, Investigate It! 206-207, The Water Cycle 209, Do the Math 212, Atmosphere 213, Do the Math! 213, Hydrosphere 213, Lightning Lab 214, Calculate 234, Bodies of Water 238-239, Water Erosion and Deposition 260-263, STEM Activity: Breathe Deeply! 312, Rain Gauge 339, Tools EM1, Measurements</p> <p>TE Only: 179a-179c, Activity Card Support 196C, Teacher Background 196G-196H, Leveled Content Reader Support 206, Common Misconception 213, Differentiated Instruction 313a, Mathematics 313b, ELA/Literacy 313b, Performance Expectation Activity</p>
<p><i>5-ESS2-2 MI Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth.</i></p>	<p>SE/TE: 213, Hydrosphere 213, Lightning Lab</p> <p>TE Only: 213, Differentiated Instruction 313b, Performance Expectation Activity</p>

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5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.	<p>SE/TE: 169, Changes Caused by Humans 174, Explore It! 174-177, Lesson 4 176, Go Green! 178-179, Investigate It! 187, Chapter Review – Lesson 4 188, Benchmark Practice 189, Create a Compost Pile 195, Local Resources 206-207, The Water Cycle 211, The Earth as a System 316, Try It!</p> <p>TE Only: 142D, Teacher Background 142G-142H, Leveled Content Reader Support 173a, My Planet Diary 176, 21st Century Learning 177, Science – Writing 177a, Explore It! 177b, Lesson 4 Check – Questions 5, 6 179a-179d, Activity Card Support 180, Science Notebook 195d, ELA/Literacy 195d, Performance Expectation Activity 196, CCC: Systems and System Models 196G-196H, Leveled Content Reader Support 215, 21st Century Learning 313a, ELA/Literacy 313a, Mathematics 313a, Performance Expectation Activity</p>
Space Systems: Stars and the Solar System	
5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	<p>SE/TE: 272, Lightning Lab 296-297, Investigate It! 312, Crater Formation</p> <p>TE Only: 52, CCC: Cause and Effect 53, Engaging in Argument from Evidence 99e, ELA/Literacy 99e, Performance Expectation Activity 257, SEP: Engaging in Argument from Evidence 297a-297c, Activity Card Support 313c, ELA/Literacy 313c, Performance Expectation Activity 313d, Performance Expectation Activity</p>

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5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	<p>SE/TE: 271, Stars 271,-275, Lesson 2 272, Lightning Lab 279, Mercury 284, Explore It! 285, Gas Giants 289, Exploring the Giants 292, Meteors 293, Comets 294, Dwarf Planets</p> <p>TE Only: 53, Engaging in Argument from Evidence 99e, ELA/Literacy 99e, Performance Expectation Activity 256G-256H, Leveled Content Reader Support 257, SEP: Engaging in Argument from Evidence 275b, Lesson 2 Check – Question 4 289a, Explore It! 313c, ELA/Literacy 313c, Mathematics 313c, Performance Expectation Activity</p>
5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<p>SE/TE: 264-269, Lesson 1 272, Lightning Lab 274, Constellations 275, Stars on the Move 278, Orbiting Objects 281, Earth and Moon 304, Chapter Review – Lesson 1 306, Benchmark Practice – Question 5 313, Model a Planet’s Orbit</p> <p>TE Only: xlvi-xlvi, QUEST – Plan a Trip Around the World of Patterns 256, CCC: Patterns 269a, Explore It! 269b, Lesson 1 Check – Questions 1-6 281, Science Notebook 305a-305b, Chapter 6 Test – Questions 1, 9 313a, Mathematics 313b, ELA/Literacy 313b, Performance Expectation Activity 313d, ELA/Literacy 313d, Performance Expectation Activity</p>

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Engineering Design	
<p>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.</p>	<p>SE/TE: 4-7, STEM Activity: Trap and Store 56-59, STEM Activity: Watch it Fly! 104-107, STEM Activity: Come in Out of Nature 146-149, STEM Activity: Let it Self-Water! 200-203, STEM Activity: Filter it Out! 260-263, STEM Activity: Breathe Deeply! 318-321, STEM Activity: Where’s the Wind Going? 363, Technology and Our Homes 364-367, STEM Activity: Is Your Arm a Simple Machine? 368-373, Lesson 1 374-379, Lesson 2 381-385, Design Process 383, Identify the Problem 386-387, Designing Robotic Arms 390, Denim Insulation 394, Chapter Review – Lessons 1 and 2 398-403, Design It!</p> <p>TE Only: 315: SEP: Asking Questions and Defining Problems 373b, Lesson 1 Check – Questions 1-6 379a, My Planet Diary 379b, Lesson 2 Check – Questions 1-6</p>

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<p>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.</p>	<p>SE/TE: 4-7, STEM Activity: Trap and Store 56-59, STEM Activity: Watch it Fly! 104-107, STEM Activity: Come in Out of Nature 146-149, STEM Activity: Let it Self-Water! 200-203, STEM Activity: Filter it Out! 260-263, STEM Activity: Breathe Deeply! 318-321, STEM Activity: Where’s the Wind Going? 359, Flight Simulators 361, Predict 363, Technology and Our Homes 364-367, STEM: Is Your Arm Simple Machine? 369, Problems and Solutions 370-371, Tools in Medicine 374, My Planet Diary 375-377, Technology and the Human Body 378, Animals and Technology 379, Nanobots 381-385, Design Process 382, Do Research 385, Communicate Results 386-387 390, Denim Insulation 394-395, Chapter Review – Lessons 2 and 3 396, Benchmark Practice – Questions 2, 3, 5 397, Infrared Technology 398-403, Design It!</p> <p>TE Only: 5, Pre-Activity Discussion 6, Post-Activity Discussion 57, Pre-Activity Discussion 58, Post-Activity Discussion 105, Pre-Activity Discussion 106, Post-Activity Discussion 147, Pre-Activity Discussion 148, Post-Activity Discussion 201, Pre-Activity Discussion 202, Post-Activity Discussion 261, Pre-Activity Discussion 262, Post-Activity Discussion 319, Pre-Activity Discussion 320, Post-Activity Discussion 360G-360H, Leveled Content Reader Support 365, Pre-Activity Discussion 366, Post-Activity Discussion 379a, My Planet Diary 379b, Lesson 2 Check</p>

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<p>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.</p>	<p>SE/TE: 4-7, STEM Activity: Trap and Store 56-59, STEM Activity: Watch it Fly! 104-107, STEM Activity: Come in Out of Nature 146-149, STEM Activity: Let it Self-Water! 200-203, STEM Activity: Filter it Out! 260-263, STEM Activity: Breathe Deeply! 318-321, STEM Activity: Where’s the Wind Going? 364-367, STEM Activity: Is Your Arm a Simple Machine? 381-385, Design Process 384, Test the Prototype 385, Evaluate and Redesign 398-403, Design It!</p>