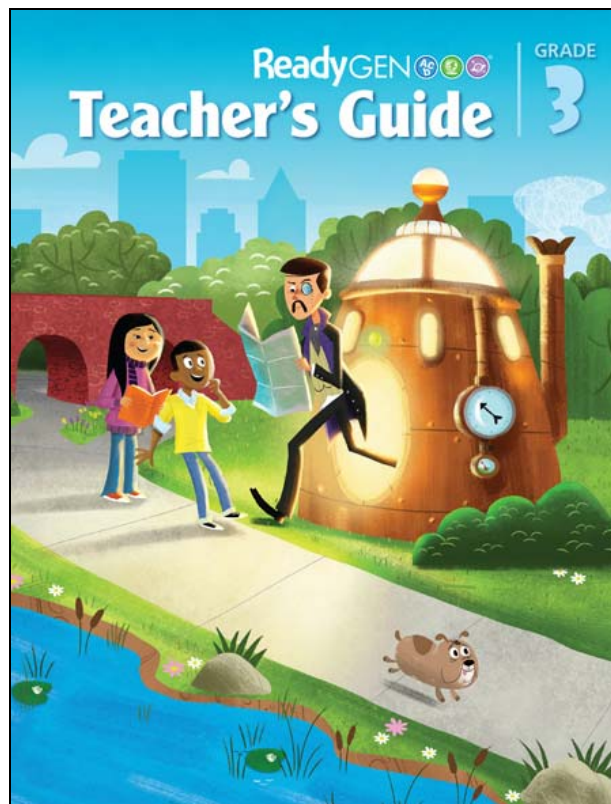


A Correlation of

Savvas ReadyGEN

Grade 3, ©2016



To the

New York Science Standards

Grade 3

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New York Science Standards Grade 3	Savvas ReadyGEN Grade 3
(3.FI) 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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(3-PS2-4) Define a simple design problem that can be solved by applying scientific ideas about magnets.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(3.IRE) Interdependent Relationships in Ecosystems	
(3-LS2-1) Construct an argument that some animals form groups that help members survive.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(3-LS4-1) Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Opportunity to Address: TG: Unit 2: Mod A: The Athabascans: Old Ways and New Ways
(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.	TG: Unit 1: Mod A: The Case of the Gasping Garbage; Mod B: Treasure in the Trees; Unit 2: Mod B: Deep Down and Other Extreme Places to Live
(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.	TG: Unit 1: Mod A: The Case of the Gasping Garbage; The Song of Sky and Sand

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(3.IV) 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.	Opportunity to Address: TG: Unit 1: Mod B: Center Options: Research Center, 211
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(3-LS3-2) Use evidence to support the explanation that traits can be influenced by the environment.	Opportunities to Address: TG: Unit 2: Mod B: Deep Down and Other Extreme Places to Live
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(3.WC) Weather and Climate	
(3-ESS2-1) Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	TG: Unit 3: Mod A: Storm in the Night; Poetry: "Storm" and "The Wind"; Mod B: Weather; On the Same Day in March: A Tour of the World's Weather; Poetry: "Weather" and "Tornado Season"; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 392-399
(3-ESS2-2) Obtain and combine information to describe climates in different regions of the world.	TG: Unit 2: Mod B: Deep Down and Other Extreme Places to Live; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 392-399
(3-ESS3-1) Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	TG: Unit 1: Mod A: Thunder Cake; Unit 3: Mod B: Living Through a Natural Disaster; Poetry: "Tornado Season"
(3-ESS2-3) Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.	Opportunities to Address: TG: Unit 1: Mod B: About Earth; Performance-Based Assessment: Informative/Explanatory Task, Write a Magazine Article, 392-399; Unit 2: Mod B: The Song of Sky and Sand

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(3-5-ETS1) 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.	TG: Unit 1: Mod A: The Case of the Gasping Garbage
(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.	TG: Unit 1: Mod A: The Case of the Gasping Garbage; Performance-Based Assessment: Narrative Task, Observe to Write a Narrative (solves a problem), 192-199; Unit 2: Mod B: The Song of Sky and Sand
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.