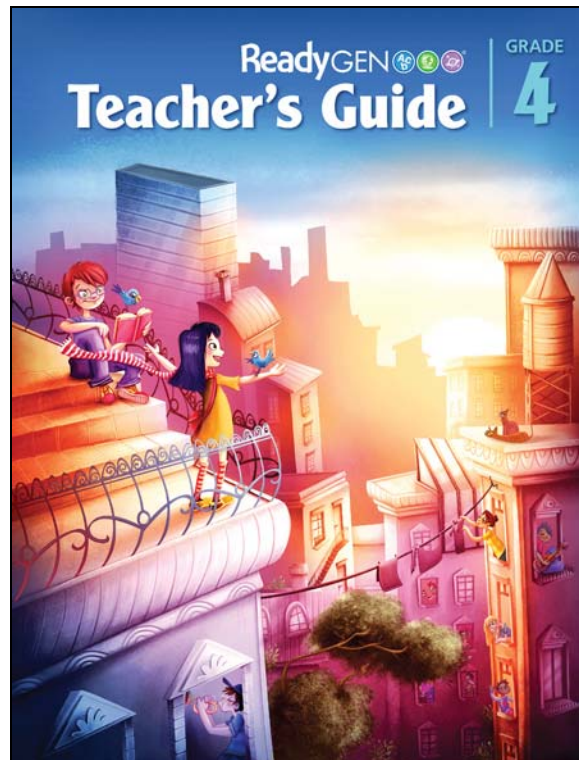


A Correlation of

# Savvas ReadyGEN

Grade 4, ©2016



To the

# New York Science Standards

# Grade 4

**A Correlation of Savvas ReadyGen  
to the New York Science Standards  
Grade 4**

<b>New York Science Standards Grade 4</b>	<b>Savvas ReadyGEN Grade 4</b>
<b>(4.E) Energy</b>	
(4-PS3-1) Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Opportunities to Address: <b>TG:</b> Unit 3: Mod B: Anatomy of a Volcanic Eruption; B: A Tsunami Unfolds
(4-PS3-2) Make observations to provide evidence that energy is conserved as it is transferred and/or converted from one form to another.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(4-PS3-3) Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Opportunity to Address: <b>TG:</b> Unit 3: Mod A: Earthquakes
(4-PS3-4) Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(4-ESS3-1) Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
<b>(4.W) Waves: Waves and Information</b>	
(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.	Opportunity to Address: <b>TG:</b> Unit 3: Mod B: A Tsunami Unfolds
(4-PS4-3) Generate and compare multiple solutions that use patterns to transfer information.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
<b>(4.SFI) Structure, Function, and Information Processing</b>	
(4-PS4-2) Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.

**A Correlation of Savvas ReadyGen  
to the New York Science Standards  
Grade 4**

<b>New York Science Standards Grade 4</b>	<b>Savvas ReadyGEN Grade 4</b>
(4-LS1-1) Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; "Fragile Frogs" from <i>The Frog Scientist</i> ; Mod B: Center Options: Research Center, 211; Skeletons Inside and Out; Movers and Shapers; Poetry: "The Jellyfish and the Clam," "To the Skeleton of a Dinosaur in the Museum," "Skeletons"
(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.	Opportunities to Address: <b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; Poetry: "Go Southward, Birds!"
<b>(4.ES) Earth's Systems: Processes that Shape the Earth</b>	
(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.	<b>TG:</b> Unit 1: Mod A: Center Options: Research Center, Research Fossil, 11; Mary Anning: The Girl Who Cracked Open the World; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption
(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.	Opportunities to Address: <b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Unit 3: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Write a News Report (Erosion), 392-399
(4-ESS2-2) Analyze and interpret data from maps to describe patterns of Earth's features.	<b>TG:</b> Unit 2: Mod A: Center Options: Research Center, 11; Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Poetry: "Islands"; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Poetry: "Center of the Earth"
(4-ESS3-2) Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<b>TG:</b> Unit 3: Mod A: Center Options: Research Center, 11; Earthquakes; Quake!; "Earthshaker's Bad Day"; Poetry: "Natural Disasters"; Mod B: Center Options: Research Center, 211; Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Poetry: "Living with Lava"

**A Correlation of Savvas ReadyGen  
to the New York Science Standards  
Grade 4**

<b>New York Science Standards Grade 4</b>	<b>Savvas ReadyGEN Grade 4</b>
<b>(3-5-ETS1) Engineering Design</b>	
(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.	<b>TG:</b> Unit 4: Mod A: Center Options: Research Center, 11; Mod B: Center Options: Research Center, 211; The Boy Who Invented TV; Robo Cleaner; Poetry: "A Last Word About Inventions"
(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.	<b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; Unit 4: Mod A: "Coyote School News"; Mod B: Center Options: Research Center, 211
(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.