

A Correlation of
Elevate Science
Grade 3, ©2019



To the
Wisconsin Standards for Science
Grade 3

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Introduction

The following document demonstrates how the ***Elevate Science***, ©2019 program supports the Wisconsin Standards for Science. Correlation references are to the Student Edition, Teacher Edition, and online Realize™ digital resources.

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

The ***Elevate Science*** blended **print** and **digital** curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21st century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

Elevate Science prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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Performance Expectations	
SCI.LS Life Science	
SCI.LS1 Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems.	
SCI.LS1.B.3 Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles.	<p>SE/TE: uInvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181 Lesson 1 Check, 182</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Video: Life Cycles;>Interactivity: Compare Life Cycles</p>
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: uInvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Video: Life Cycles;>Interactivity: Compare Life Cycles</p>

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SCI.LS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.	
SCI.LS2.C Ecosystem Dynamics, Functioning, and Resilience	
SCI.LS2.C.3 When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die.	<p>SE/TE: Lesson 2 Check, 229 uInvestigate Lab: How will sea levels affect tigers?, 233 Science Practice Toolbox: Argue Using Evidence, 234 Visual Literacy Connection: How do animals respond to seasonal changes?, 236-237 uBe a Scientist: Observe Change, 240 Quest Check-In: A Changing Pond Environment, 241 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Evidence of Climate Change: Write About It, 282 Quest Connection, 282 Climate Change and Extinction: Reading Check, 283 Lesson 3 Check, 283</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change</p>

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SCI.LS2.D Social Interactions and Group Behavior	
SCI.LS2.D.3 Being part of a group helps animals obtain food, defend themselves, and cope with changes.	<p>SE/TE: Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups: Hypothesize and Explain, 228-229</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Video: Survival of Groups;>Interactivity: Animal Groups: Adaptation and Survival</p>
3-LS2-1 Construct an argument that some animals form groups that help members survive.	<p>SE/TE: uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups: Hypothesize and Explain, 228-229 Quest Connection, 228 Lesson 2 Check, 229 Quest Check-In: Let's Get Together, 230</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Video: Survival of Groups;>Interactivity: Animal Groups: Adaptation and Survival</p>

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SCI.LS3 Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.	
SCI.LS3.A Inheritance of Traits	
SCI.LS3.A.3 Many characteristics of organisms are inherited from their parents. Other characteristics result from individuals' interactions with the environment. Many characteristics involve both inheritance and environment.	<p>SE/TE: STEM Connection, 184 uInvestigate Lab: How do offspring compare to their parents?, 185 Question It!, 187 Quest Connection, 189 uInvestigate Lab: How can the environment affect an organism?, 195 Quest Connection, 197 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Sunlight and Plant Traits: Explain, 200 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristic</p>
SCI.LS3.B Variation of Traits	
SCI.LS3.B.3 Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.	<p>SE/TE: Traits of Parents and Offspring: Compare and Contrast, 187 uInvestigate Lab: How can the environment affect an organism?, 195 Quest Connection, 197 Inherited Traits and the Environment: Infer, 196 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Topic Assessment, 204-205</p>

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<p>Continued: SCI.LS3.B.3 Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.</p>	<p>Continued: Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics</p>
<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: STEM Connection, 184 uInvestigate Lab: How do offspring compare to their parents?, 185 uBe a Scientist: Identify Traits, 187 Lesson 2 Check, 189 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring</p>
<p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>SE/TE: uInvestigate Lab: How can the environment affect an organism?, 195 Quest Connection, 197 Inherited Traits and the Environment: Infer, 196 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics</p>

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SCI.LS4 Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.	
SCI.LS4.A Evidence of Common Ancestry and Diversity	
SCI.LS4.A.3 Some living organisms resemble organisms that once lived on Earth. Fossils provide evidence about the types of organisms and environments that existed long ago.	<p>SE/TE: Quest Connection, 261 Fossil Evidence: Write About It, 261 Question It!, 264 Lesson 1 Check In, 265 Fossils in Tar: Draw Conclusions, 265 Quest Check-In: Plant, Animal, or Trace?, 266 Lesson 2 Check In, 274 Quest Check-In: Long Ago and Today, 275 Quest Check-In Lab: Where did those fossils come from?, 284-285 Quest Findings: Written in Stone, 286 Topic Assessment, 288-289 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Fossil Evidence >Topic Launch>Video: Quest Kickoff: Written in Stone >Lesson 1, Fossils>Video: Fossils;>Interactivity: Exploring Fossils >Topic Close>Interactivity: Quest Findings: Written in Stone</p>
SCI.LS4.B Natural Selection	
SCI.LS4.B.3 Differences in characteristics between individuals of the same species provide advantages in surviving and reproducing.	<p>SE/TE: Visual Literacy Connection: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Lesson 1 Check, 221</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals</p>

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SCI.LS4.C Adaptation	
SCI.LS4.C.3 Particular organisms can only survive in particular environments.	<p>SE/TE: Quest Check-In Lab: Which animals can live here?, 183 Quest Check-In: Set the Scene, 201 Quest Findings: Design a Mystery Creature, 202 Survival in Different Habitats: Evaluate, 220</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Video: Quest Kickoff: Design a Mystery Creature >Topic Close>Interactivity: Quest Findings: Design a Mystery Creature</p>
SCI.LS4.D Biodiversity and Humans	
SCI.LS4.D.3 Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.	<p>SE/TE: Climate Extremes: Write About It!, 158 STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment: Infer, 234 Science Practice Toolbox: Argue Using Evidence, 234 Case Study: Denali National Park: Write About It, 235 uBe a Scientist: Observe Changes, 240 Quest Check-In: A Changing Pond Environment, 241</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes</p>

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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: uInvestigate Lab: How do minerals help form fossils?, 259 Quest Connection, 261 Question It!, 264 Quest Check-In: Plant, Animal, or Trace?, 266 Quest Check-In Lab: Where did those fossils come from?, 284-285 Quest Findings: Written in Stone, 286 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Fossil Evidence >Topic Launch>Video: Quest Kickoff: Written in Stone >Lesson 1, Fossils>Video: Fossils;>Interactivity: Exploring Fossils >Topic Close>Interactivity: Quest Findings: Written in Stone</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>SE/TE: Differences Can Help Living Things, 221 Lesson 1 Check, 221</p>

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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>SE/TE: Science Practice Toolbox: Argue Using Evidence, 234 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 uDemonstrate Lab: What were this organism and its environment like?, 292-293 Lesson 2 Survival of Groups,</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change</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>SE/TE: Quest Check-In Lab: Which animals can live here?, 183 Quest Check-In: Set the Scene, 201 Quest Findings: Design a Mystery Creature, 202 STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 STEM Connection, 232 uInvestigate Lab: How will sea levels affect tigers?, 233 Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p>

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<p>Continued: 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>Continued: Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Video: Quest Kickoff: Design a Mystery Creature >Topic Close>Interactivity: Quest Findings: Design a Mystery Creature Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</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.	
SCI.PS1 Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.	
SCI.PS1.A Structures and Properties of Matter	<p>SE/TE: uInvestigate Lab: How can you hold up an object?, 35 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133</p>
SCI.PS1.C Nuclear Processes	For supporting content, please see <i>Elevate Science</i> Grade 4, Topic 2: Human Uses of Energy, Lesson 2: Nonrenewable Energy Resources, pp 64-76.
SCI.PS1.B Chemical Reactions	Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 3: Chemical Changes, pp. 64-77.

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SCI.PS2 Students use science and engineering practices, crosscutting concepts, and an understanding of forces, interactions, motion and stability to make sense of phenomena and solve problems.	
SCI.PS2.A Forces and Motion	
SCI.PS2.A.3.i Qualities of motion and changes in motion require description of both size and direction.	<p>SE/TE: Quest Connection, 9 Quest Check-In: Get Rolling!, 13 Quest Connection, 19 Quest Check-In: Bouncing Around Ideas, 23 Quest Connection, 30 Quest Check-In: Launch Your Pinball!, 32 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Video: Quest Kickoff: Pinball Wizard! >Lesson 3, Forces and Motion>Interactivity: A Force and Motion Adventure >Topic Close>Interactivity: Quest Findings: Pinball Wizard!</p>
SCI.PS2.A.3.ii The effect of unbalanced forces on an object results in a change of motion.	<p>SE/TE: Quest Connection, 9 Quest Check-In: Get Rolling!, 13 Quest Check-In: Bouncing Around Ideas, 23 Equal and Opposite Forces, 30 Quest Connection, 30 Combined Forces, 31 Quest Check-In: Launch Your Pinball!, 32 uInvestigate Lab: How can you hold up an object?, 35 Visual Literacy Connection: How can you move an object?, 36-37 Quest Connection, 38 Net Force, 38 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42</p>

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<p>Continued: SCI.PS2.A.3.ii The effect of unbalanced forces on an object results in a change of motion.</p>	<p>Continued: Realize™ Digital Resources: Motion and Forces >Topic Launch>Video: Quest Kickoff: Pinball Wizard! >Lesson 3, Forces and Motion>Interactivity: A Force and Motion Adventure >Topic Close>Interactivity: Quest Findings: Pinball Wizard!</p>
<p>SCI.PS2.A.3.iii Patterns of motion can be used to predict future motion.</p>	<p>SE/TE: uInvestigate Lab: How fast can it move?, 7 Visual Literacy Connection: Which road is faster?, 10-11 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion: Predict, 18 Visual Literacy Connection: How high can it fly?, 20-21 uInvestigate Lab: What makes it move?, 25 Crosscutting Concepts Toolbox: Cause and Effect, 26 Quest Check-In: Launch Your Pinball!, 32 uDemonstrate Lab: Why do objects move?, 48-49 Continued: Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides</p>

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SCI.PS2.B Types of Interactions	
SCI.PS2.B.3 Some forces act through contact, some forces (e.g., magnetic, electrostatic) act even when the objects are not in contact.	<p>SE/TE: Engineering Connection, 6 Contact Forces: Identify, 27 Visual Literacy Connection: What are noncontact forces?, 28-29 uInvestigate Lab: How can you keep objects in the air?, 57 Model It!, 59 Attract or Repel: Recognize, 59 Quest Connection, 62 uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Forces and Motion >Lesson 3, Forces and Motion>Video: Forces and Motion Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What's the Charge?</p>
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: Quest Check-In: Launch Your Pinball!, 32 uInvestigate Lab: How can you hold up an object?, 35 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Video: Quest Kickoff: Pinball Wizard! >Lesson 4, Balanced and Unbalanced Forces>Video: Balanced and Unbalanced Forces >Topic Close>Interactivity: Quest Findings: Pinball Wizard!</p>

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3-PS2-2 Make observations and measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.	<p>SE/TE: uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 uInvestigate Lab: What makes it move?, 25 Crosscutting Concepts Toolbox: Cause and Effect, 26 Quest Check-In: Launch Your Pinball!, 32 uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides</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: Visual Literacy Connection: What are noncontact forces?, 28-29 uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can you make a magnet?, 67 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces</p>

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3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	<p>SE/TE: Quest Connection, 70 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p>
SCI.PS3 Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.	
SCI.PS3.A Definitions of Energy	Please see <i>Elevate Science</i> Grade 4, Topic 1 Energy and Motion, pp. 1-49
SCI.PS3.B Conservation of Energy and Energy Transfer	Please see <i>Elevate Science</i> Grade 4, Topic 1 Energy and Motion, pp. 1-49
SCI.PS3.C Relationships Between Energy and Forces	Please see <i>Elevate Science</i> Grade 4, Topic 1 Energy and Motion, pp. 1-49
SCI.PS3.D Energy in Chemical Processes and Everyday Life	Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 3: Chemical Changes, pp. 64-77.
SCI.PS4 Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.	
SCI.PS4.A Wave Properties	Please to <i>Elevate Science</i> Grade 4, Topic 3: Waves and Information, pp. 100-148.
SCI.PS4.B Electromagnetic Radiation	<p>SE/TE: Supporting Content: uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133</p> <p>For comprehensive coverage, please see <i>Elevate Science</i> Grade 4, Topic 1, Lesson 3: Energy Transfer (pp 24-33), and Topic 3: Waves and Information, Lesson 3: Waves and the Electromagnetic Spectrum (pp 124-123).</p>

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SCI.PS4.C Information Technologies and Instrumentation	Please see <i>Elevate Science</i> Grade 4, Topic 3: Waves and Information, pp. 100-148.
SCI.ESS Earth and Space Science	
SCI.ESS1 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's place in the universe to make sense of phenomena and solve problems.	
SCI.ESS1.A The Universe and Its Stars	Please see <i>Elevate Science</i> , Grade 5, Topic 6: The Solar System, pp 230-217, and Topic 7: Patterns in Space, pp. 272-313.
SCI.ESS1.B Earth and the Solar System	Please see <i>Elevate Science</i> , Grade 5, Topic 6: The Solar System, pp 230-217.
SCI.ESS1.C The History of Planet Earth	SE/TE: Visual Literacy Connection: When did animals appear on the Earth?, 272-273 Lesson 2 Check, 274 Please also see <i>Elevate Science</i> Grade 4, Topic 6: The History of Planet Earth, pp 243-273.
SCI.ESS2 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.	
SCI.ESS2.A Earth Materials and Systems	SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 Water Cycle: Identify, 93 Visual Literacy Connection: How does precipitation form?, 94-95 Please also see Grade 2 Elevate, Topic 3 Earth's Water and Land, pp. 76-111 and Grade 5 Elevate, Topic 3 Earth's Systems, pp. 96-137.
SCI.ESS2.B Plate Tectonics and Large-Scale System Interactions	Please see <i>Elevate Science</i> , Grade 2, Topic 4: Earth's Processes, Lesson 2: Earth Changes Slowly, pp. 124-129 and <i>Elevate Science</i> Grade 5, Topic 3 Earth's Systems, pp. 96-137.
SCI.ESS2.C The Roles of Water in Earth's Surface Processes	Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 1: Earth Changes Quickly, pp. 118-123.

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SCI.ESS2.D Weather and Climate	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uEngineer It!: Climate Change in a Bottle, 150-151 uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uInvestigate Lab: How do mountains affect climate?, 153</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden</p>
SCI.ESS2.D.3 Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.	<p>SE/TE: Lesson 1 Check, 139 uBe a Scientist: Climate Change, 146 Topic Assessment, 162-163</p> <p>Realize™ Digital Resources: Climate >Lesson 1, Climates>Video: Climates</p>
SCI.ESS2.E Biogeology	
3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	<p>SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 STEM Math Connection: Draw and Analyze Graphs, 141</p>

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<p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p>	<p>SE/TE: Math Toolbox: Average Temperature, 103 Sports Connection: Infer, 132 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Climate Characteristics: Compare and Contrast, 134 uInvestigate Lab: How do mountains affect climate?, 153 uBe a Scientist Compare Mini Climates, 154 World Climate Zones: Reading Check: Compare and Contrast, 156-157 Quest Connection, 157 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 Evidence-Based Assessment, 164-165</p> <p>Realize™ Digital Resources: Climate >Topic Launch>Video: Quest Kickoff: Climates on Location >Lesson 3, World Climates>Video: World Climates</p>

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SCI.ESS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.	
SCI.ESS3.A Natural Resources	
SCI.ESS3.B Natural Hazards	
SCI.ESS3.B.3 A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 Quest Connection, 102 STEM Connection, 110 uInvestigate Lab: How can you stop a flood?, 111 Quest Connection, 112 Storms, 112 Plan It!, 113 Quest Check-In Lab: How can a roof be improved?, 116-117 Topic Assessment, 120-121</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Video: Weather Hazards</p>
SCI.ESS3.C Human Impacts on Earth Systems	
SCI.ESS3.D Global Climate Change	
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather!</p>

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3-5 Crosscutting Concepts	
SCI.CC1 Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.	
Patterns	
SCI.CC1.3-5 Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.	<p>SE/TE: Supporting Content: Literacy Connection: Compare and Contrast, 131 uInvestigate Lab: What do tree rings show?, 143 uEngineer It!: Climate Change in a Bottle , 150-151</p> <p>Realize™ Digital Resources: Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden</p>
SCI.CC2 Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.	
Cause and Effect	
SCI.CC2.3-5 Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.	<p>SE/TE: uInvestigate Lab: How fast can it move?, 7 Crosscutting Concepts Toolbox: Cause and Effect, 70 uInvestigate Lab: What do tree rings show?, 143 Evidence-Based Assessment, 164-165 Literacy Connection: Cause and Effect, 215 Lesson 1 Check, 221 Lesson 2 Check, 229 Case Study: Denali National Park: Write About It, 235 Plants Respond to Seasonal Changes, 238-239 Science Tools, EM2</p>

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SCI.CC3 Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.	
Scale, Proportion, and Quantity	
SCI.CC3.3-5 Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.	SE/TE: uInvestigate Lab: Why do objects move?, 48-49 uInvestigate Lab: What do tree rings show?, 143 STEM Math Connection: Measure, 267 Science Tools, EM2 Science Practices: Using Math, EM5
SCI.CC4 Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.	
Systems and System Models	
SCI.CC4.3-5 Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.	SE/TE: uInvestigate Lab: How can you hold up an object?, 35 Visual Literacy Connection: How can you move an object?, 36-37 uInvestigate Lab: How does the amount of water change over time?, 91 Water Cycle: Identify, 93 Visual Literacy Connection: How does precipitation form?, 94-95
SCI.CC5 Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.	
Energy and Matter	
SCI.CC5.3-5 Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.	Please see <i>Elevate Science</i> , Grade 4, Topic 1: Energy and Motion, Lesson 3: Energy Transfer, pp. 24-33.

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SCI.CC6 Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.	
Structure and Function	
SCI.CC6.3-5 Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.	SE/TE: uInvestigate Lab: How can you hold up an object?, 35
SCI.CC7 Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.	
Stability and Change	
SCI.CC7.3-5 Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.	Please see <i>Elevate Science</i> Grade 5, Topic 3 Earth's Systems, pp. 96-137.
3-5 Science and Engineering Practices	
SCI.SEP1 Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP1.A Asking Questions	
SCI.SEP1.A.3-5 Students ask questions that specify qualitative relationships. This includes the following:	
SCI.SEP1.A.3-5.1 Ask questions about what would happen if a variable is changed.	SE/TE: uInvestigate Lab: How can you stop a flood?, 111 uInvestigate Lab: How can the environment affect an organism?, 195 Science Practices: Carry Out Investigations, EM1
SCI.SEP1.A.3-5.2 Identify scientific (testable) and non-scientific (non-testable) questions.	SE/TE: uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can the environment affect an organism?, 195 Science Practice: Ask Questions, 294

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<p>SCI.SEP1.A.3-5.3 Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.</p>	<p>SE/TE: uInvestigate Lab: What makes it move?, 25 uInvestigate Lab: How can you hold up an object?, 35 uInvestigate Lab: How can you make a magnet?, 67 Crosscutting Concepts Toolbox: Cause and Effect, 70 Crosscutting Concepts Toolbox: Cause and Effect, 197 Case Study: Denali National Park: Write About It, 235 Quest Check-In: A Changing Pond Environment, 241 Science Practices: Ask Question, 294</p>
<p>SCI.SEP1.B Defining Problems</p>	
<p>SCI.SEP1.B.3-5 Students use prior knowledge to describe and define simple design problems that can be solved through the development of an object, tool, process, or system. They include several criteria for success and constraints on materials, time, or cost.</p>	<p>SE/TE: uInvestigate Lab: How can you make a magnet?, 67 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uEngineer It!: Rebuilding Dinosaurs, 276-277</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Fossil Evidence >Lesson 2, Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</p>

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SCI.SEP2 Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP2.A Developing Models	
SCI.SEP2.A.3-5 Students build and revise simple models and use models to represent events and design solutions. This includes the following:	
SCI.SEP2.A.3-5.1 Identify limitations of models.	SE/TE: uInvestigate Lab: How do mountains affect climate?, 153 Science Practices: Developing and Using Models, EM6
SCI.SEP2.A.3-5.2 Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.	SE/TE: Quest Check-In Lab: How can you control your flippers?, 40-41 uEngineer It!: Moving Along, 74-75 Quest Check-In lab: How can a roof be improved?, 116-117 uInvestigate Lab: How do mountains affect climate?, 153 Constructing Explanations, EM6 Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines
SCI.SEP2.A.3-5.3 Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.	SE/TE: uEngineer It!: Riding Above the Lake, 14-15 uEngineer It!: Moving Along, 74-75 Quest Check-In lab: How can a roof be improved?, 116-117 uEngineer It!: Climate Change in a Bottle, 150-151 uEngineer It!: Rebuilding Dinosaurs, 276-277 Constructing Explanations, EM6 Using Models and Prototypes, EM12

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<p>Continued: SCI.SEP2.A.3-5.3 Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p>Continued: Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden Fossil Evidence >Lesson 2, Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</p>
<p>SCI.SEP2.A.3-5.4 Develop and/or use models to describe or predict phenomena.</p>	<p>SE/TE: Model It!, 59 uEngineer It!: Climate Change in a Bottle, 150-151 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How do minerals help form fossils?, 259 uBe a Scientist: Make a Fossil, 261 uEngineer It!: Rebuilding Dinosaurs, 276-277 Constructing Explanations, EM6</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 2, Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</p>

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SCI.SEP2.A.3-5.5 Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.	<p>SE/TE: Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>
SCI.SEP2.A.3-5.6 Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	<p>SE/TE: Quest Check-In Lab: How can a roof be improved?, 116-117 uEngineer It!: Climate Change in a Bottle, 150-151 Using Models and Prototypes, EM12</p> <p>Realize™ Digital Resources: Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden</p>

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SCI.SEP3 Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP3.A Planning and Conducting Investigations	
SCI.SEP3.A.3-5 Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:	
SCI.SEP3.A.3-5.1 Collaboratively plan and conduct an investigation to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: How can you stop a flood?, 111 uInvestigate Lab: How can the environment affect an organism?, 195
SCI.SEP3.A.3-5.2 Evaluate appropriate methods and tools for collecting data.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How do mountains affect climate?, 153 Science Practice Toolbox: Analyze and Interpret Data, 271 Analyzing and Interpreting Data, EM4
SCI.SEP3.A.3-5.3 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	SE/TE: <ul style="list-style-type: none"> Quest Check-In Lab: How can you control your flippers?, 40-41 uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How can a roof be improved?, 116-117 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Carry Out Investigations, EM1 Using Math, EM5 Engaging in Arguments from Evidence, EM7

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SCI.SEP3.A.3-5.4 Make predictions about what would happen if a variable changes.	SE/TE: uDemonstrate Lab: Why do objects move?, 48-49 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 uDemonstrate Lab: How well will the rabbit survive?, 250-251
SCI.SEP3.A.3-5.5 Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	SE/TE: Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Check-In Lab: How can a roof be improved?, 116-117 Optimizing Solutions, EM13
SCI.SEP4 Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP4.A Analyze and Interpret Data	
SCI.SEP4.A.3-5 Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:	
SCI.SEP4.A.3-5.1 Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships.	SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 Weather Graphs, 103 STEM Math Connection: Draw and Analyze Graphs, 141 Quest Check-In: Explore the World, 159 Evidence-Based Assessment, 164-165 Quest Check-In Lab: Which animals can live here?, 183 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209 Evidence-Based Assessment, 248-249

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<p>SCI.SEP4.A.3-5.2 Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation.</p>	<p>SE/TE: Literacy Connection: Draw Conclusions, 5 uInvestigate Lab: How fast can it move?, 7 Literacy Toolbox: Draw Conclusions, 8 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uInvestigate Lab: When is the air dry?, 101 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uInvestigate Lab: What do tree rings show?, 143 uInvestigate Lab: How do mountains affect climate?, 153 uInvestigate Lab: How do offspring compare to their parents?, 185 Evidence-Based Assessment, 206-207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209 uInvestigate Lab: How do some birds fly so far?, 225 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How do minerals help form fossils?, 259 uInvestigate Lab: What can fossil footprints tell you about an animal?, 269 Science Practice Toolbox: Analyze and Interpret Data, 271 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p>
<p>SCI.SEP4.A.3-5.3 Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.</p>	<p>SE/TE: uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 uInvestigate Lab: How will sea levels affect tigers?, 233 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p>

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SCI.SEP4.A.3-5.4 Analyze data to refine a problem statement or the design of a proposed object, tool, or process.	SE/TE: Quest Check-In Lab: How can you control your flippers?, 40-41 Analyzing and Interpreting Data, EM4
SCI.SEP4.A.3-5.5 Use data to evaluate and refine design solutions.	SE/TE: Quest Check-In Lab: How can you control your flippers?, 40-41 Analyzing and Interpreting Data, EM4
SCI.SEP5 Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP5.A Qualitative and Quantitative Data	
SCI.SEP5.A.3-5 Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:	
SCI.SEP5.A.3-5.1 Organize simple data sets to reveal patterns that suggest relationships.	SE/TE: Weather Graphs, 103 STEM Math Connection: Draw and Analyze Graphs, 141 Quest Check-In: Explore the World, 159 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209
SCI.SEP5.A.3-5.2 Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.	SE/TE: Weather Graphs, 103 Using Math, EM5
SCI.SEP5.A.3-5.3 Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem.	SE/TE: Weather Graphs, 103 uInvestigate Lab: When is the air dry?, 101 Using Math, EM5

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SCI.SEP6 Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP6.A Construct an Explanation	
SCI.SEP6.A.3-5 Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:	
SCI.SEP6.A.3-5.1 Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).	<p>SE/TE: Quest Check-In: Changing the Electric Force, 64 The Sun and Climate: Teach with Visuals, 135</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Interactivity: What's the Charge?</p>
SCI.SEP6.A.3-5.2 Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation.	<p>SE/TE: uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uInvestigate Lab: What do tree rings show?, 143 uBe a Scientist: Climate Change Investigation, 146 Lesson 2 Check, 147 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Plants Respond to Seasonal Changes: Reading Check: Cause and Effect, Infer, 238-239</p> <p>Realize™ Digital Resources: Climate >Lesson 2, Climate Change>Video: Climate Change;>Climate Changes Adaptations and Survival >Lesson 3, Survival When Environments Change>Interactivity: Environmental Changes</p>

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SCI.SEP6.A.3-5.3 Identify the evidence that supports particular points in an explanation.	<p>SE/TE: uInvestigate Lab: How do sea lions stay warm in cold waters?, 217</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Interactivity: Environmental Changes</p>
SCI.SEP6.B Design Solutions	
SCI.SEP6.B.3-5 Students use evidence to create multiple solutions to design problems. This includes the following:	
SCI.SEP6.B.3-5.1 Apply scientific ideas to solve design problems.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 Quest Check-In Lab: How can a roof be improved?, 116-117 Engineering Connection, 216</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up!</p>
SCI.SEP6.B.3-5.2 Generate multiple solutions to a problem and compare how well they meet the criteria and constraints.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Quest Findings: Help the Pond Organisms Survive, 244</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>

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SCI.SEP7 Students engage in argument from evidence, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP7.A Argue from Evidence	
SCI.SEP7.A.3-5 Students critique the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world. This includes the following:	
SCI.SEP7.A.3-5.1 Compare and refine arguments based on an evaluation of the evidence presented.	<p>SE/TE: Quest Check-In: Rainy Weather Is Coming, 97 uBe a Scientist: Compare Mini Climates, 154 Quest Check-In: How are living things suited to their habitats?, 222-223 Quest Findings: Help the Pond Organisms Survive, 244 Science Practices: Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>
SCI.SEP7.A.3-5.2 Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.	<p>SE/TE: uBe a Scientist: Compare Mini Climates, 154 Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well with the rabbit survive?, 250-251 Science Practices: Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>

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<p>SCI.SEP7.A.3-5.3 Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.</p>	<p>SE/TE: Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well with the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Science Practices: Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>
<p>SCI.SEP7.A.3-5.4 Construct and/or support an argument with evidence, data, or a model.</p>	<p>SE/TE: Model It!, 59 uInvestigate Lab: How can the environment affect an organism?, 195 uInvestigate Lab: How will sea levels affect tigers?, 233 Science Practice Toolbox: Argue Using Evidence, 234 Quest Findings: Help the Pond Organisms Survive, 244 uBe a Scientist: Make a Fossil, 261 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Quest Check-In Lab: Where did those fossils come from?, 284-285 Engaging in Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>

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SCI.SEP7.A.3-5.5 Use data to evaluate claims about cause and effect.	<p>SE/TE: uDemonstrate Lab: Why do objects move?, 48-49 Quest Check-In: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uInvestigate Lab: How will sea levels affect tigers?, 233</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p>
SCI.SEP7.A.3-5.6 Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 Quest Findings: Hold on to Your Roof?, 118 Quest Findings: : Design a Mystery Creature, 202 Engineering Practices: Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Weather >Topic Close>Quest Findings: Interactivity: Hold on to Your Roof Life Cycles and Traits >Topic Close>Interactivity: Design a Mystery Creature</p>

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SCI.SEP8 Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP8.A Obtain, Evaluate, and Communicate Information	
SCI.SEP8.A.3-5 Students evaluate the merit and accuracy of ideas and methods. This includes the following:	
SCI.SEP8.A.3-5.1 Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence.	<p>SE/TE: Evidence-Based Assessment, 46-47 Evidence-Based Assessment, 80-81 Evidence-Based Assessment, 248-249 Literacy Connection: Use Evidence from Text, 257 Changes Over Time: Draw Conclusions, 280-281</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 3, Living Things and Climate Change>Interactivity: Piecing Together the Past</p>
SCI.SEP8.A.3-5.2 Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather!</p>
SCI.SEP8.A.3-5.3 Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather!</p>

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<p>SCI.SEP8.A.3-5.4 Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem.</p>	<p>SE/TE: Evidence-Based Assessment, 46-47 Evidence-Based Assessment, 80-81 uEngineer It!: Wild Weather!, 98-99 uDemonstrate Lab: What affects the climate in a region?, 166-167 Evidence-Based Assessment, 248-249 Literacy Connection: Use Evidence from Text, 257</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather!</p>
<p>SCI.SEP8.A.3-5.5 Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts.</p>	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uDemonstrate Lab: What affects the climate in a region?, 166-167 Visual Literacy Connection: How are life cycles the same?, 180-181</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles</p>

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3-5 Engineering, Technology, and the Application of Science	
SCI.ETS1 Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.	
SCI.ETS1.A Defining and Delimiting Engineering Problems	
SCI.ETS1.A.3-5 Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Help the Pond Organisms Survive, 244 Defining Problems, EM10 Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>
SCI.ETS1.B Developing Possible Solutions	
SCI.ETS1.B.3-5.i Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 uEngineer It!: Wild Weather!, 98-99 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather!</p>

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SCI.ETS1.B.3-5.ii At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.	<p>SE/TE: uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun, and Be Considerate Too!</p>
SCI.ETS1.B.3-5.iii Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.	<p>SE/TE: uInvestigate Lab: How can you hold up an object? , 35 Quest Check-In Lab: How can you control your flippers?, 40-41 uEngineer It!: Moving Along, 74--75 Quest Check-In Lab: How can a roof be improved?, 116-117</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p>
SCI.ETS1.C Optimizing the Design Solution	
SCI.ETS1.C.3-5 Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	<p>SE/TE: uEngineer It!: Moving Along, 74--75 Quest Check-In Lab: How can a roof be improved?, 116-117 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Designing Solutions, EM11 Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>

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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: uInvestigate Lab: How can you make a magnet?, 67 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Rebuilding Dinosaurs, 276-277 Defining Problems, EM10</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 2, Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</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: uEngineer It!: Riding Above the Lake, 14-15 Quest Findings: Help the Pond Organisms Survive, 244</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>
3-5-ETS1-2 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>SE/TE: uEngineer It!: Moving Along, 74-75 Quest Check-In Lab: How can a roof be improved?, 116-117 Carry Out Investigations, EM1 Using Models and Prototypes, EM12</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p>

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SCI.ETS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.	
SCI.ETS2.A Interdependence of Science, Engineering, and Technology	
SCI.ETS2.A.3-5.i Science and technology support each other.	SE/TE: Quest Check-In: Launch Your Pinball!, 32 Visual Literacy Connection: How do people use electromagnets?, 68-69 Visual Literacy Connection: What is the greenhouse effect?, 144-145 Visual Literacy Connection: When did animals appear on Earth?, 272-273 Science Practices: Digital Tools, EM3
SCI.ETS2.A.3-5.ii Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.	SE/TE: uDemonstrate Lab: Why do objects move?, 48-49 uInvestigate Lab: How does the amount of water change over time?, 91 STEM Connection, 142 STEM Connection, 232 Visual Literacy Connection: When did animals appear on Earth?, 272-273
SCI.ETS2.B Influence of Engineering, Technology, and Science on Society and the Natural World	
SCI.ETS2.B.3-5.i People’s needs and wants change over time, as do their demands for new and improved technologies.	SE/TE: Quest Check-In: Rainy Weather Coming, 97 Quest Connection, 102 Quest Check-In: A Roof for all Seasons, 108 Quest Connection, 112 Plan It!, 113 Quest Findings: Hold on to your roof!, 118 Realize™ Digital Resources: Weather >Topic Launch>Video: Quest Kickoff: Hold on to Your Roof! >Topic Close>Interactivity: Quest Findings: Hold on to Your Roof!

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<p>SCI.ETS2.B.3-5.ii Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.</p>	<p>SE/TE: Engineering Connection, 6 uEngineer It!: Riding Above the Lake, 14-15 uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How can a roof be improved?, 116-117 Sports Connection, 194 Sports Connection, 278</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up!</p>
<p>SCI.ETS2.B.3-5.iii When new technologies become available, they can bring about changes in the way people live and interact with one another.</p>	<p>SE/TE: Visual Literacy Connection: How do people use electromagnets?, 68-69 uEngineer It!: A Fruitful Change, 192-193 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>uEngineer It! Video: A Fruitful Change Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>

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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>SE/TE: uInvestigate Lab: How will sea levels affect tigers?, 233 Case Study: Denali National Park: Write About It!, 235 uBe a Scientist: Observe Changes, 240 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change>Interactivity: Environmental Changes>uEngineer It! Video: Have Your Fun, and Be Considerate Too!</p>
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111 Quest Connection, 112 Plan It!, 113 Drought: Write About It, 115 Lesson 3 Check, 115</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Video: Weather Hazards;>Interactivity: Severe Weather</p>

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SCI.ETS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.	
SCI.ETS3.A Science and Engineering Are Human Endeavors	
SCI.ETS3.A.3-5.i Science and engineering knowledge have been created by many cultures.	SE/TE: Career Connection: Game Designer, 43 Career Connection: Systems Engineer, 77 Career Connection: Architect, 119 Career Connection: Movie Location Scout, 161 Career Connection: Ecologist, 203 Career Connection: Conservation Biologist, 245 Career Connection: Paleontologist, 287
SCI.ETS3.A.3-5.ii People use the tools and practices of science and engineering in many different situations (e.g., land managers, technicians, nurses and welders).	SE/TE: Career Connection: Game Designer, 43 Career Connection: Systems Engineer, 77 uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111 Career Connection: Architect, 119 Career Connection: Movie Location Scout, 161 Career Connection: Ecologist, 203

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SCI.ETS3.A.3-5.iii Science and engineering affect everyday life.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 Visual Literacy Connection: How can you move an object?, 36-37 uEngineer It!: Moving Along, 74-7 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Career Connection: Conservation Biologist, 245 Career Connection: Paleontologist, 287</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun, and Be Considerate Too!</p>
SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	
SCI.ETS3.B.3-5.i Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding.	<p>SE/TE: uInvestigate Lab: How can you stop a flood?, 111 uEngineer It!: A Fruitful Change, 192-193 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Analyzing and Interpreting Data, EM4</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>uEngineer It! Video: A Fruitful Change</p>

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<p>SCI.ETS3.B.3-5.ii Scientific findings are limited to what can be supported with evidence from the natural world.</p>	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 Visual Literacy Connection: What is the greenhouse effect?, 144-145 uEngineer It!: Climate Change in a Bottle , 150-151</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden</p>
<p>SCI.ETS3.B.3-5.iii Basic laws of nature are the same everywhere in the universe (e.g., gravity, conservation of matter, energy transfer, etc.).</p>	<p>SE/TE: Visual Literacy Connection: What are noncontact forces?, 28-29 Visual Literacy Connection: How can you move an object?, 36-37 Evidence-Based Assessment, 46-47 uDemonstrate Lab: Why do objects move?, 48-49 The Sun and Climate: Identify, 135</p>

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<p>SCI.ETS3.B.3-5.iv Engineering solutions often have drawbacks as well as benefits.</p>	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 uEngineer It!: Moving Along, 74-7 uEngineer It!: Wild Weather!, 98-99 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>

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SCI.ETS3.C Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems	
SCI.ETS3.C.3-5.i The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices.	<p>SE/TE: uEngineer It!: Riding Above the Lake, 14-15 uEngineer It!: Moving Along, 74-75 uEngineer It!: Climate Change in a Bottle, 150-151 uEngineer It!: Rebuilding Dinosaurs, 276-277</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden Fossil Evidence >Lesson 2, Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</p>
SCI.ETS3.C.3-5.ii Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 Visual Literacy Connection: What is the greenhouse effect?, 144-145 uEngineer It!: Climate Change in a Bottle , 150-151 Analyzing and Interpreting Data, EM4</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Climate >Lesson 2, Climate Change>uEngineer It! Interactivity: Climate Change and Your Garden</p>

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SCI.ETS3.C.3-5.iii There is no perfect design in engineering. Designs that are best in some ways (e.g., safety or ease of use) may be inferior in other ways (e.g., cost or aesthetics).	<p>SE/TE: uInvestigate Lab: How can you hold up an object? , 35 uEngineer It!: Have Your Fun, and Be Considerate Too!, 242-243 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have Your Fun and Be Considerate Too!</p>
3-ETS3-1 Obtain and evaluate information showing that different cultures have created different tools and technologies to survive in different types of environments (LS2.C.3).	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111 Quest Findings: Help the Pond Organisms Survive, 244</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>
4-ETS3-1 Construct an explanation for how energy is transferred in a system, and then revise that explanation based on new evidence (PS3.B.4).	Please see <i>Elevate Science</i> Grade 4, Topic 1: Energy and Motion, pp. 1-49.

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<p>5-ETS3-1 Investigate properties of materials to provide evidence as to which would best work within an engineering design solution (PS1.A.5).</p>	<p>SE/TE: uEngineer It!: Riding Above the Lake, 114-115 Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Help the Pond Organisms Survive, 244 Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion>uEngineer It! Interactivity: Buckle Up! Adaptations and Survival >Topic Close>Interactivity: Quest Findings: Help the Pond Organisms Survive</p>

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