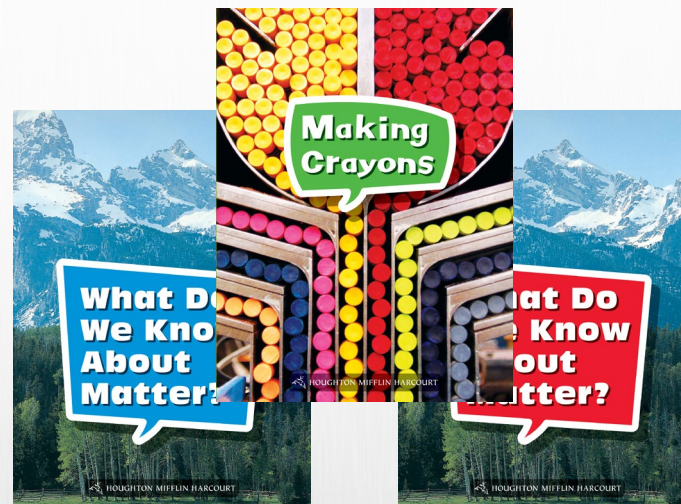


New Energy for Science

Houghton Mifflin Harcourt™

**ScienceFusion, ScienceSaurus, and Science
& Engineering Levelled Readers** correlated to the
Oklahoma Academic Standards for Science:
Disciplinary Core Ideas Grade 3



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ScienceFusion, ScienceSaurus, and Science & Engineering Leveled Readers
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Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Grade 3

Oklahoma Academic Standards: Disciplinary Core Ideas Grade 3	Citations
3-PS2-1: Motion and Stability: Forces and Interactions	
<p>Forces and Motion:</p> <ul style="list-style-type: none"> Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces, are used at this level.) 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U10 L1: What Are Simple Machines?, pp. 403–414 U10 L2: What Are Some Other Simple Machines?, pp. 417–428 U10 L3: How Do Simple Machines Affect Work?, pp. 429–430</p> <p>TE/Digital Curriculum U10 L1: What Are Simple Machines?, pp. 403A–414A U10 L2: What Are Some Other Simple Machines?, pp. 417A–428A U10 L3: How Do Simple Machines Affect Work?, pp. 429A–430A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U11 L1: What Is Motion?, pp. 537–552</p> <p>TE/Digital Curriculum U11 L1: What Is Motion?, pp. 537A–552A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 5 On-Level/Extra-Support Readers: <i>How Do We Use Machines?</i> Grade 3 Teacher Guide pages 49–56</p>

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<p>Oklahoma Academic Standards: Disciplinary Core Ideas Grade 3</p>	<p>Citations In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>
	<p>Grade 3 Unit 5 Enrichment Reader: <i>Building With Machines</i> Grade 3 Teacher Guide pages 57–60</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 280, 282–283, 285–286, 298–300</p>
<p>3-PS2-1: Motion and Stability: Forces and Interactions (Continued)</p>	
<p>Types of Interactions:</p> <ul style="list-style-type: none"> • Objects in contact exert forces on each other. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U10 L1: What Are Simple Machines?, pp. 403–414 U10 L2: What Are Some Other Simple Machines?, pp. 417–428 U10 L3: How Do Simple Machines Affect Work?, pp. 429–430</p> <p>TE/Digital Curriculum U10 L1: What Are Simple Machines?, pp. 403A–414A U10 L2: What Are Some Other Simple Machines?, pp. 417A–428A U10 L3: How Do Simple Machines Affect Work?, pp. 429A–430A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 5 On-Level/Extra-Support Readers: <i>How Do We Use Machines?</i> Grade 3 Teacher Guide pages 49–56</p> <p>Grade 3 Unit 5 Enrichment Reader: <i>Building With Machines</i> Grade 3 Teacher Guide pages 57–60</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 280, 282–283, 285–286, 298–300</p>

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<p>Oklahoma Academic Standards: Disciplinary Core Ideas Grade 3</p>	<p>Citations In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>
<p>3-PS2-2: Motion and Stability: Forces and Interactions</p>	
<p>Forces and Motion:</p> <ul style="list-style-type: none"> The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) 	<p>ScienceFusion Grade 4 SE/Digital Curriculum U11 L1: What Is Motion?, pp. 537–552 TE/Digital Curriculum U11 L1: What Is Motion?, pp. 537A–552A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 5 On-Level/Extra-Support Readers: <i>How Do We Use Machines?</i> Grade 3 Teacher Guide pages 49–56</p> <p>Grade 3 Unit 5 Enrichment Reader: <i>Building With Machines</i> Grade 3 Teacher Guide pages 57–60</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 286–289</p>

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<p align="center">Oklahoma Academic Standards: Disciplinary Core Ideas Grade 3</p>	<p align="center">Citations</p> <p>In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>
<p>3-PS2-3: Motion and Stability: Forces and Interactions</p>	
<p>Types of Interactions:</p> <ul style="list-style-type: none"> • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. 	<p>ScienceFusion Grade 2</p> <p>SE/Digital Curriculum U10 L2: What Are Magnets?, pp. 397–406</p> <p>TE/Digital Curriculum U10 L2: What Are Magnets?, pp. 397A–406A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U10 L1: What Is Electricity?, pp. 483–496 U10 L2: How Do Electric Charges Interact?, pp. 497–498 U10 L5: How Do We Use Electricity?, pp. 517–528</p> <p>TE/Digital Curriculum U10 L1: What Is Electricity?, pp. 483A–496A U10 L2: How Do Electric Charges Interact?, pp. 497A–498A U10 L5: How Do We Use Electricity?, pp. 517A–528A</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 299–304</p>

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<p>3-PS2-4: Motion and Stability: Forces and Interactions</p>	
<p>Types of Interactions:</p> <ul style="list-style-type: none"> • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. 	<p>ScienceFusion Grade 2</p> <p>SE/Digital Curriculum U10 L2: What Are Magnets?, pp. 397–406</p> <p>TE/Digital Curriculum U10 L2: What Are Magnets?, pp. 397A–406A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U10 L1: What Is Electricity?, pp. 483–496 U10 L2: How Do Electric Charges Interact?, pp. 497–498 U10 L5: How Do We Use Electricity?, pp. 517–528</p> <p>TE/Digital Curriculum U10 L1: What Is Electricity?, pp. 483A–496A U10 L2: How Do Electric Charges Interact?, pp. 497A–498A U10 L5: How Do We Use Electricity?, pp. 517A–528A</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 299–304</p>

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<p>3-PS2-4: Motion and Stability: Forces and Interactions (Continued)</p>	
<p><i>* Connections to Engineering, Technology, and Application of Science</i></p> <p>Interdependence of Science, Engineering, and Technology:</p> <ul style="list-style-type: none"> Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U2 L1: How Do Engineers Use the Design Process?, pp. 55–66 U2 L3: How Are Technology and Society Related?, pp. 69–80</p> <p>TE/Digital Curriculum U2 L1: How Do Engineers Use the Design Process?, pp. 55A–66A U2 L3: How Are Technology and Society Related?, pp. 69A–80A</p> <p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 2 On-Level/Extra-Support Readers: <i>How Does a Scientist Investigate?</i> Grade 3 Teacher Guide pages 1–8</p> <p>Grade 3 Unit 2 On-Level/Extra-Support Readers: <i>How Does the Design Process Help Us?</i> Grade 3 Teacher Guide pages 13–20</p> <p>Grade 3 Unit 2 Enrichment Reader: <i>Designing Amusement Park Rides</i> Grade 3 Teacher Guide pages 21–24</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 68–77, 305</p>

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<p>3-LS1-1: From Molecules to Organisms: Structure and Processes</p>	
<p>Growth and Development of Organisms:</p> <ul style="list-style-type: none"> • Reproduction is essential to the continued existence of every kind of organism. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U3 L1: What Are Some Plant Life Cycles?, pp. 91–100 U3 L2: What Are Some Animal Life Cycles?, pp. 101–112</p> <p>TE/Digital Curriculum U3 L1: What Are Some Plant Life Cycles?, pp. 91A–100A U3 L2: What Are Some Animal Life Cycles?, pp. 101A–112A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U3 L2: How Do Plants Reproduce?, pp. 117–132 U3 L4: How Do Animals Reproduce?, pp. 135–148</p> <p>TE/Digital Curriculum U3 L2: How Do Plants Reproduce?, pp. 117A–132A U3 L4: How Do Animals Reproduce?, pp. 135A–148A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 82, 84, 93–95, 119–125</p>

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<p>3-LS1-1: From Molecules to Organisms: Structure and Processes (Continued)</p>	
<p>Growth and Development of Organisms:</p> <ul style="list-style-type: none"> Plants and animals have unique and diverse life cycles. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U3 L1: What Are Some Plant Life Cycles?, pp. 91–100 U3 L2: What Are Some Animal Life Cycles?, pp. 101–112</p> <p>TE/Digital Curriculum U3 L1: What Are Some Plant Life Cycles?, pp. 91A–100A U3 L2: What Are Some Animal Life Cycles?, pp. 101A–112A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U3 L3: How Can We Observe a Plant’s Life Cycle?, pp. 133–134 U3 L4: How Do Animals Reproduce?, pp. 135–148</p> <p>TE/Digital Curriculum U3 L3: How Can We Observe a Plant’s Life Cycle?, pp. 133A–134A U3 L4: How Do Animals Reproduce?, pp. 135A–148A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 82, 93–95, 119–125</p>

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<p>3-LS2-1: Ecosystems: Interactions, Energy, and Dynamics</p>	
<p>Social Interactions and Group Behavior:</p> <ul style="list-style-type: none"> • Being part of a group helps animals obtain food, defend themselves, and cope with changes. • Groups may serve different functions and vary dramatically in size. 	<p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 10 On-Level/Extra-Support Readers: <i>How Are Living Things Connected to Their Ecosystem?</i> Grade 3 Teacher Guide pages 109–116</p> <p>Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 141, 143</p>
<p>3-LS3-1: Heredity: Inheritance and Variation of Traits</p>	
<p>Inheritance of Traits:</p> <ul style="list-style-type: none"> • Many characteristics of organisms are inherited from their parents. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U3 L2: What Are Some Animal Life Cycles?, pp. 101–112 U3 L6: What Are Behavioral Adaptations?, pp. 131–142</p> <p>TE/Digital Curriculum U3 L2: What Are Some Animal Life Cycles?, pp. 101A–112A U3 L6: What Are Behavioral Adaptations?, pp. 131A–142A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p>

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	<p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i> Grade 3 Teacher Guide pages 129–132</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 126–127, 134–139</p>
<p>3-LS3-1: Heredity: Inheritance and Variation of Traits (Continued)</p>	
<p>Variation of Traits:</p> <ul style="list-style-type: none"> • Different organisms vary in how they look and function because they have different inherited information. 	<p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i> Grade 3 Teacher Guide pages 129–132</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 126–127, 134–139</p>

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<p>3-LS3-2: Heredity: Inheritance and Variation of Traits</p>	
<p>Inheritance of Traits:</p> <ul style="list-style-type: none"> • Other characteristics result from individuals’ interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U3 L6: What Are Behavioral Adaptations?, pp. 131–142</p> <p>TE/Digital Curriculum U3 L6: What Are Behavioral Adaptations?, pp. 131A–142A</p> <p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i></p> <p>Grade 3 Teacher Guide pages 121–128</p> <p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i></p> <p>Grade 3 Teacher Guide pages 129–132</p> <p>ScienceSaurus Grades 2–3 (Red Level)</p> <p>Pages 126–127, 140–141</p>

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<p>3-LS3-2: Heredity: Inheritance and Variation of Traits (Continued)</p>	
<p>Variation of Traits:</p> <ul style="list-style-type: none"> • The environment also affects the traits that an organism develops. 	<p>SE/Digital Curriculum U3 L4: What Are Structural Adaptations?, pp. 115–126</p> <p>TE/Digital Curriculum U3 L6: What Are Structural Adaptations?, pp. 115A–126A</p> <p><u>Science and Engineering Leveled Readers: Grade 3</u> Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i> Grade 3 Teacher Guide pages 129–132</p> <p><u>ScienceSaurus Grades 2–3 (Red Level)</u> Pages 134–139</p>

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<p>3-LS4-1: Biological Unity and Diversity</p>	
<p>Evidence of Common Ancestry and Diversity:</p> <ul style="list-style-type: none"> Some kinds of plants and animals that once lived on Earth are no longer found anywhere. 	<p>ScienceFusion Grade 2 SE/Digital Curriculum U3 L5: What Are Fossils?, pp. 119–128</p> <p>TE/Digital Curriculum U3 L5: What Are Fossils?, pp. 119A–128A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 116–117, 186–187</p>
<p>3-LS4-1: Biological Unity and Diversity (Continued)</p>	
<p>Evidence of Common Ancestry and Diversity:</p> <ul style="list-style-type: none"> Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. 	<p>ScienceFusion Grade 2 SE/Digital Curriculum U3 L5: What Are Fossils?, pp. 119–128</p> <p>TE/Digital Curriculum U3 L5: What Are Fossils?, pp. 119A–128A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 116–117, 186–187</p>

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<p>3-LS4-2: Biological Unity and Diversity</p>	
<p>Natural Selection:</p> <ul style="list-style-type: none"> • Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. 	<p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i> Grade 3 Teacher Guide pages 129–132</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 134–135</p>
<p>3-LS4-3: Biological Unity and Diversity</p>	
<p>Adaptation:</p> <ul style="list-style-type: none"> • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U3 L4: What Are Structural Adaptations?, pp. 115–126 U4 L1: What Are Ecosystems?, pp. 151–162</p> <p>TE/Digital Curriculum U3 L4: What Are Structural Adaptations?, pp. 115A–126A U4 L1: What Are Ecosystems?, pp. 151A–162A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U3 L5: How Are Living Things Adapted to Their Environment?, pp. 151–164 U4 L1: What Are Populations, Habitats, and Niches?, pp. 173–188</p>

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	<p>TE/Digital Curriculum U3 L5: How Are Living Things Adapted to Their Environment?, pp. 151A–164A U4 L1: What Are Populations, Habitats, and Niches?, pp. 173A–188A</p> <p><u>Science and Engineering Leveled Readers: Grade 3</u> Grade 3 Unit 10 On-Level/Extra-Support Readers: <i>How Are Living Things Connected to Their Ecosystem?</i> Grade 3 Teacher Guide pages 109–116</p> <p>Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p> <p>Grade 3 Unit 11 On-Level/Extra-Support Readers: <i>How Do Living Things Change and Grow?</i> Grade 3 Teacher Guide pages 121–128</p> <p>Grade 3 Unit 11 Enrichment Reader: <i>Surprising Adaptations</i> Grade 3 Teacher Guide pages 129–132</p> <p><u>ScienceSaurus Grades 2–3 (Red Level)</u> Pages 134–143</p>

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<p>3-LS4-4: Biological Unity and Diversity</p>	
<p>Ecosystem Dynamics, Functioning, and Resilience:</p> <ul style="list-style-type: none"> • When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U4 L5: How Do Environmental Changes Affect Living Things?, pp. 181–194</p> <p>TE/Digital Curriculum U4 L5: How Do Environmental Changes Affect Living Things?, pp. 181A–194A</p> <p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 10 On-Level/Extra-Support Readers: <i>How Are Living Things Connected to Their Ecosystem?</i> Grade 3 Teacher Guide pages 109–116</p> <p>Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 71, 144–147</p>

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<p>3-LS4-4: Biological Unity and Diversity (Continued)</p>	
<p>Biodiversity and Humans:</p> <ul style="list-style-type: none"> • Populations live in a variety of habitats, and change in those habitats affects the organisms living there. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U4 L1: What Are Ecosystems?, pp. 151–162 U4 L5: How Do Environmental Changes Affect Living Things?, pp. 181–194</p> <p>TE/Digital Curriculum U4 L1: What Are Ecosystems?, pp. 151A–162A U4 L5: How Do Environmental Changes Affect Living Things?, pp. 181A–194A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U4 L1: What Are Populations, Habitats, and Niches?, pp. 173–188 U4 L5: How Do People Impact Ecosystems?, pp. 221–232</p> <p>TE/Digital Curriculum U4 L1: What Are Populations, Habitats, and Niches?, pp. 173A–188A U4 L5: How Do People Impact Ecosystems?, pp. 221A–232A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 10 On-Level/Extra-Support Readers: <i>How Are Living Things Connected to Their Ecosystem?</i> Grade 3 Teacher Guide pages 109–116</p> <p>Grade 3 Unit 10 Enrichment Reader: <i>Rain Forest Adventure</i> Grade 3 Teacher Guide pages 117–120</p>

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<p>Oklahoma Academic Standards: Disciplinary Core Ideas Grade 3</p>	<p>Citations In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>
	<p>ScienceSaurus Grades 2–3 (Red Level) Pages 71, 144–147</p>
<p>3-ESS2-1: Earth’s Systems</p>	
<p>Weather and Climate:</p> <ul style="list-style-type: none"> • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. 	<p>ScienceFusion Grade 2</p> <p>SE/Digital Curriculum U7 L3: What Are Some Weather Patterns?, pp. 277–286 U7 L6: How Can We Prepare for Severe Weather?, pp. 301–308</p> <p>TE/Digital Curriculum U7 L3: What Are Some Weather Patterns?, pp. 277A–286A U7 L6: How Can We Prepare for Severe Weather?, pp. 301A–308A</p> <p>ScienceFusion Grade 4</p> <p>SE/Digital Curriculum U5 L3: How is Weather Predicted?, pp. 273–284 U5 L4: How Can We Observe Weather Patterns?, pp. 287–288</p> <p>TE/Digital Curriculum U5 L3: How is Weather Predicted?, pp. 273A–284A U5 L4: How Can We Observe Weather Patterns?, pp. 287A–288A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 8 On-Level/Extra-Support Readers: <i>How Can We Describe Weather?</i> Grade 3 Teacher Guide pages 85–92</p>

ScienceFusion, ScienceSaurus, and Science & Engineering Leveled Readers correlated to
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	<p>Grade 3 Unit 8 Enrichment Reader: <i>Double Danger: Thunderstorms and Tornadoes</i> Grade 3 Teacher Guide pages 93–96</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 68, 380</p>
<p>3-ESS2-2: Earth’s Systems</p>	
<p>Weather and Climate:</p> <ul style="list-style-type: none"> • Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years. 	<p>ScienceSaurus Grades 2–3 (Red Level) Pages 198–201</p>
<p>3-ESS3-1: Earth and Human Activity</p>	
<p>Natural Hazards:</p> <ul style="list-style-type: none"> • A variety of natural hazards result from natural processes. 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U5 L4: How Does Earth’s Surface Change Quickly?, pp. 229–240 U7 L2: What Is Weather?, pp. 303–314</p> <p>TE/Digital Curriculum U5 L4: How Does Earth’s Surface Change Quickly?, pp. 229A–240A U7 L2: What Is Weather?, pp. 303A–314A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 8 On-Level/Extra-Support Readers: <i>How Can We Describe Weather?</i> Grade 3 Teacher Guide pages 85–92</p> <p>Grade 3 Unit 8 Enrichment Reader: <i>Double Danger: Thunderstorms and Tornadoes</i></p>

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	<p>Grade 3 Teacher Guide pages 93–96</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 172–175</p>
<p>3-ESS3-1: Earth and Human Activity (Continued)</p>	
<p>Natural Hazards:</p> <ul style="list-style-type: none"> • Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.) 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U5 L4: How Does Earth’s Surface Change Quickly?, pp. 229–240 U7 L2: What Is Weather?, pp. 303–314</p> <p>TE/Digital Curriculum U5 L4: How Does Earth’s Surface Change Quickly?, pp. 229A–240A U7 L2: What Is Weather?, pp. 303A–314A</p> <p>Science and Engineering Leveled Readers: Grade 3 Grade 3 Unit 8 On-Level/Extra-Support Readers: <i>How Can We Describe Weather?</i> Grade 3 Teacher Guide pages 85–92</p> <p>Grade 3 Unit 8 Enrichment Reader: <i>Double Danger: Thunderstorms and Tornadoes</i> Grade 3 Teacher Guide pages 93–96</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 172–175</p>

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<p>3-ESS3-1: Earth and Human Activity (Continued)</p>	
<p><i>* Connections to Engineering, Technology, and Application of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World:</p> <ul style="list-style-type: none"> • Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). 	<p>ScienceFusion Grade 3</p> <p>SE/Digital Curriculum U2 L1: How Do Engineers Use the Design Process?, pp. 55–66 U2 L3: How Are Technology and Society Related?, pp. 69–80</p> <p>TE/Digital Curriculum U2 L1: How Do Engineers Use the Design Process?, pp. 55A–66A U2 L3: How Are Technology and Society Related?, pp. 69A–80A</p> <p>Science and Engineering Leveled Readers: Grade 3</p> <p>Grade 3 Unit 2 On-Level/Extra-Support Readers: <i>How Does the Design Process Help Us?</i> Grade 3 Teacher Guide pages 13–20</p> <p>Grade 3 Unit 2 Enrichment Reader: <i>Designing Amusement Park Rides</i> Grade 3 Teacher Guide pages 21–24</p> <p>Grade 3 Unit 3 Enrichment Reader: <i>Engineering Materials</i> Grade 3 Teacher Guide pages 33–36</p> <p>ScienceSaurus Grades 2–3 (Red Level) Pages 68–77</p>