

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade Three Summary	Rating		
	Adequate	Limited	No Evidence
3.1	X		
3.1a	X		
3.1b	X		
3.1c	X		
3.1d	X		
3.1e	X		
3.1f	X		
3.1g	X		
3.1h	X		
3.1i	X		
3.1j	X		
3.1k	X		
3.1l	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade Three Summary	Rating		
	Adequate	Limited	No Evidence
3.1m	X		
3.2	X		
3.2a	X		
3.2b	X		
3.2c	X		
3.2d	X		
3.3	X		
3.3a	X		
3.3b	X		
3.3c	X		
3.4	X		
3.4a	X		
3.4b	X		

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade Three Summary	Rating		
	Adequate	Limited	No Evidence
3.5	X		
3.5a	X		
3.5b	X		
3.5c	X		
3.6	X		
3.6a	X		
3.6b	X		
3.6c	X		
3.6d	X		
3.7	X		
3.7a	X		
3.7b	X		
3.7c	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade Three Summary	Rating		
	Adequate	Limited	No Evidence
3.7d	X		
3.8	X		
3.8a	X		
3.8b	X		
3.8c	X		
3.9	X		
3.9a	X		
3.9b	X		
3.9c	X		
3.9d	X		
3.9e	X		
3.10	X		
3.10a	X		

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade Three Summary	Rating		
	Adequate	Limited	No Evidence
<b>3.10b</b>	X		
<b>3.10c</b>	X		
<b>3.10d</b>	X		
<b>3.11</b>	X		
<b>3.11a</b>	X		
<b>3.11b</b>	X		
<b>3.11c</b>	X		

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
2. The textbook is organized appropriately within and among units of study.	Comments:		
	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.	3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
Comments:			
<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>	
Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.	
Comments:			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
4. The writing style, syntax, and vocabulary are appropriate.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.	Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.	Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
5. Graphics and illustrations are appropriate.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Visuals are accurate, support the text, and enhance student understanding.	Visuals are somewhat unclear and offer limited support for the text and student understanding.	Visuals are inaccurate, do not support the text, and do not enhance student understanding.
6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Materials (investigations, laboratories, and inquiry activities) provide students with opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with limited opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with no opportunities to integrate skills and concepts.
	Comments:		

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
a) observations are made and are repeated to ensure accuracy;	X		
b) predictions are formulated using a variety of sources of information;	X		
c) objects with similar characteristics or properties are classified into at least two sets and two subsets;	X		
d) natural events are sequenced chronologically;	X		
e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;	X		
f) time is measured to the nearest minute using proper tools and techniques;	X		
g) questions are developed to formulate hypotheses;	X		
h) data are gathered, charted, graphed, and analyzed;	X		
i) unexpected or unusual quantitative data are recognized;	X		
<b>Comments: Provide comments to support "limited" or "no evidence" ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
j) inferences are made and conclusions are drawn;	X		
k) data are communicated;	X		
l) models are designed and built; and	X		
m) current applications are used to reinforce science concepts.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.2 The student will investigate and understand simple machines and their uses. Key concepts include	X		
a) purpose and function of simple machines;	X		
b) types of simple machines;	X		
c) compound machines; and	X		
d) examples of simple and compound machines found in the school, home, and work environments.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			



**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include	X		
a) objects are made of one or more materials;	X		
b) physical properties remain the same as the material is changed in visible size; and	X		
c) visible physical changes are identified.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.4 The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. Key concepts include	X		
a) behavioral adaptations; and	X		
b) physical adaptations.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include	X		
a) producer, consumer, decomposer;	X		
b) herbivore, carnivore, omnivore; and	X		
c) predator and prey.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.6 The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. Key concepts include	X		
a) aquatic ecosystems;	X		
b) terrestrial ecosystems;	X		
c) populations and communities; and	X		
d) the human role in conserving limited resources.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.7 The student will investigate and understand the major components of soil, its origin, and its importance to plants and animals including humans. Key concepts include	X		
a) soil provides the support and nutrients necessary for plant growth;	X		
b) topsoil is a natural product of subsoil and bedrock;	X		
c) rock, clay, silt, sand, and humus are components of soils; and	X		
d) soil is a natural resource and should be conserved.	X		
<b>Comments: Provide comments to support "limited" or "no evidence" ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include	X		
a) patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides;	X		
b) animal life cycles; and	X		
c) plant life cycles.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale		
	Adequate	Limited	No Evidence
3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include	X		
a) there are many sources of water on Earth;	X		
b) the energy from the sun drives the water cycle;	X		
c) the water cycle involves several processes;	X		
d) water is essential for living things; and	X		
e) water on Earth is limited and needs to be conserved.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include	X		
a) the interdependency of plants and animals;	X		
b) the effects of human activity on the quality of air, water, and habitat;	X		
c) the effects of fire, flood, disease, and erosion on organisms; and	X		
d) conservation and resource renewal.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			



**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade Three**

Text Title Science Fusion Three Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print \_\_\_\_\_ Digital \_\_\_\_\_ Combination X

Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
3.11 The student will investigate and understand different sources of energy. Key concepts include	X		
a) energy from the sun;	X		
b) sources of renewable energy; and	X		
c) sources of nonrenewable energy.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			