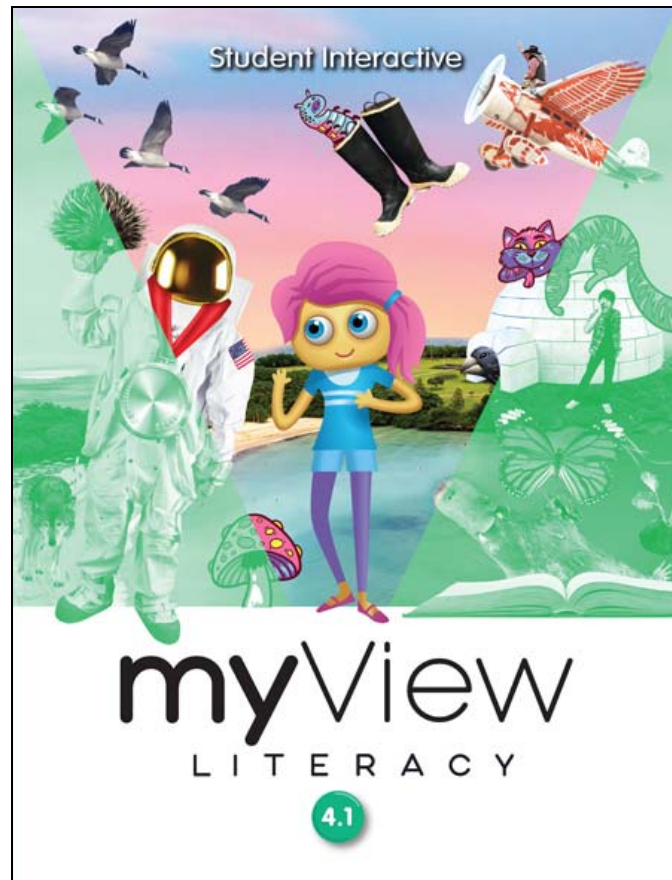


A Correlation of



Grade 4, ©2020

To the

**Florida Next Generation
Sunshine State Standards for Science
Grade 4**

SAVVAS

A Correlation of myView Literacy, Grade 4, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Grade 4

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Florida Next Generation Sunshine State Standards for Science**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<p>SC.4.N.1.1 Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p>	<p>Unit 1: Generate Questions, T120-T121, T122-T123</p> <p>In addition, see the following:</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365 Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Earth and Geographic Features, T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.N.1.2 Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.</p>	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T104 (Fossils and Direct Observation)</p> <p>Unit 2: <u>Leveled Readers</u> Exploring Ecosystems (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Selections</u> Primary Source: Preserving Biodiversity, T226–T227</p> <p><u>Leveled Readers</u> Digging for Dinosaurs (Expository Text) Exploring Our World (Informational Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction)</p>
<p>SC.4.N.1.3 Explain that science does not always follow a rigidly defined method ('the scientific</p>	<p>Unit 1: <u>Selections</u></p>

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<p>method") but that science does involve the use of observations and empirical evidence.</p>	<p>Media: "Everyday Space Technology" T154–T155 Unit 2: <u>Leveled Readers</u> Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365 Unit 5: <u>Selections</u> Primary Source: Preserving Biodiversity, T226–T227 <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text) Exploring Our World (Informational Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction) <u>Activities and Supplemental Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.N.1.4 Attempt reasonable answers to scientific questions and cite evidence in support.</p>	<p>Unit 1: Generate Questions, T120–T121, T122–T123 Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381 Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Earth and Geographic Features, T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.N.1.5 Compare the methods and results of investigations done by other classmates.</p>	<p>Unit 1: Generate Questions, T120–T121, T122–T123 Unit 2: <u>Activities and Supplemental Material</u></p>

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	<p>Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Earth and Geographic Features, T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.N.1.6 Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p>	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T104 (Fossils and Direct Observation)</p> <p>Unit 2: <u>Leveled Readers</u> Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Selections</u> Primary Source: Preserving Biodiversity, T226–T227 <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text) Exploring Our World (Informational Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction)</p>
<p>SC.4.N.1.7 Recognize and explain that scientists base their explanations on evidence.</p>	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T104</p>

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	<p>(Fossils and Direct Observation)</p> <p>Unit 2: <u>Leveled Readers</u> Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Selections</u> Primary Source: Preserving Biodiversity, T226– T227</p> <p><u>Leveled Readers</u> Digging for Dinosaurs (Expository Text) Exploring Our World (Informational Text) The Dirt on Soil (Informational Text) – diagrams, graphs The Water Cycles (Expository Text and Procedure) Diagrams and Experiments Accidental Discoveries (Narrative Nonfiction)</p>
<p>SC.4.N.1.8 Recognize that science involves creativity in designing experiments.</p>	<p>Unit 1: Generate Questions, T120–T121, T122–T123</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Earth and Geographic Features, T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 (NASA develops glasses that block out blue and ultraviolet light)</p> <p>Unit 5:</p>

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	<p><u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Diagram: Pollutant Emissions, T152–T153 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>
<p>SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change.</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 (NASA develops glasses that block out blue and ultraviolet light)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Diagram: Pollutant Emissions, T152–T153 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>
<p>SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.</p>	<p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</p> <p><u>Leveled Readers</u> Moves and Grooves (Informational Text) Working in Harmony (Realistic Fiction) The Unbreakable Code (Historical Fiction) native American code talkers</p> <p>Unit 4: <u>Leveled Readers</u> Striking a Chord (Narrative Nonfiction) – music</p>
<p>SC.4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things.</p>	<p>Unit 5: <u>Leveled Readers</u> The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) Sun, Moon, Water, Wind, Patterns How Weather Works (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources)</p>

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	Cross-Curricular Perspectives: Science, T174 (Water)
SC.4.P.11.1 Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.	<p>Unit 1: <u>Leveled Readers</u> Firefighting in the Sky (Realistic Fiction) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T238 (Weather)</p> <p>Unit 2: <u>Leveled Readers</u> Wildfires (Informational Text)</p> <p>Unit 5: <u>Selections</u> Infographic: "The Surface of Earth" T20–T21 Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109 Diagram: Pollutant Emissions, T152–T153</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) How Weather Works (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T164 (Nonrenewable Resources like Coal, Oil, and Natural Gas)</p>
SC.4.P.11.2 Identify common materials that conduct heat well or poorly.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Energy Recovery of Waste" T22–T23 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text)</p>
SC.4.P.12.1 Recognize that an object in motion	Teachers can introduce this objective with the

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<p>always changes its position and may change its direction.</p>	<p>following: Unit 5: <u>Selections</u> Infographic: "The Surface of Earth" T20–T21 Read: <i>Planet Earth</i>, T32–T43 Media: Volcanic Activity T86–T87 Read Aloud: "Mount Vesuvius" T88–T89 Read: <i>Volcanoes</i>, T97–T109 <u>Leveled Readers</u> Force and Energy (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth's Crust) Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T247 (Climbing Technology)</p>
<p>SC.4.P.12.2 Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.</p>	<p>Unit 1: <u>Selections</u> Media: "Everyday Space Technology" T154–T155 Read Aloud: "Exploring Mars" T156–T157 <u>Leveled Readers</u> Railroad Networks (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T231 (Altitude and Running) Unit 5: <u>Selections</u></p>

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	<p>Read Aloud: "Energy Recovery of Waste" T22–T23 Diagram: Pollutant Emissions, T152–T153</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>
<p>SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.</p>	<p>Unit 2: <u>Leveled Readers</u> The Urban Jungle (Informational Text) Invasive Species (Expository Text) insects and plants</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T249 (Butterflies and Pollinators) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure)</p>
<p>SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p>	<p>Unit 2: <u>Selections</u> Infographic: Why Animals Adapt, T20–T21 Read Aloud: "Snowy Owls" T22–T23 Read: <i>Feathers: Not Just For Flying</i>, T31–T49 Media: Survival Adaptations, T92–T93 Read Aloud: "Moths in Hiding" T94–T95 Read: <i>Animal Mimics</i>, T103–T123 Read Aloud: "Chameleon" T232–T233 Read: <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T241–T253 Read Aloud: "Primates of Madagascar" T298–T299 Read: <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i>, T307–T315, T317–T323</p> <p><u>Leveled Readers</u> Jellyfish (Informational Text) Where Am I? Amazing Natural Camouflage</p>

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	<p>(Informational Text) Here Comes the Night (Expository Text) animals of the night Invasive Species (Expository Text) insects and plants Plant and Animal Communication (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T37, T47 (Adaptation) Cross-Curricular Perspectives: Science, T39 (Camouflage) Cross-Curricular Perspectives: Science, T104 (Mimicry) Cross-Curricular Perspectives: Science, T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, T117, T119 (Survival Adaptations) Cross-Curricular Perspectives: Science, T183 (Turtles and Hibernating) Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365</p>
<p>SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning.</p>	<p>Unit 2: <u>Selections</u> Read: <i>Animal Mimics</i>, T103–T123 Read Aloud: “Primates of Madagascar” T298–T299 <u>Leveled Readers</u> Here Comes the Night (Expository Text) animals of the night Plant and Animal Communication (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T37, T47 (Adaptation) Cross-Curricular Perspectives: Science, T104 (Mimicry) Cross-Curricular Perspectives: Science, T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, T117, T119 (Survival Adaptations) Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other)</p>

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	<p>Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365</p>
<p>SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.</p>	<p>Unit 2: <u>Selections</u> Read: <i>Feathers: Not Just For Flying</i>, T31–T49 Read Aloud: “Chameleon” T232–T233 Read: <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T241–T253 Read Aloud: “Primates of Madagascar” T298–T299 Read: <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i>, T307–T315, T317–T323 <u>Leveled Readers</u> Here Comes the Night (Expository Text) animals of the night Invasive Species (Expository Text) insects and plants <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, T183 (Turtles and Hibernating) Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365</p>

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	<p>Cross-Curricular Perspectives: Science, T249 (Butterflies and Pollinators)</p>
<p>SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p>	<p>Students can discuss seasons with this following: Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <u>Activities and Supplemental Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.</p>	<p>Unit 1: <u>Leveled Readers</u> Keeping Nature in Balance (Informational Text) animals Unit 2: <u>Leveled Readers</u> Invasive Species (Expository Text) insects and plants Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T113 (Poison Dart Frog) Cross-Curricular Perspectives: Science, T114 (Moths and Predators) Cross-Curricular Perspectives: Science, T121 (Caterpillars and Predators) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T121 (Caterpillars and Predators) Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other) Cross-Curricular Perspectives: Science, T249 (Butterflies and Pollinators) Cross-Curricular Perspectives: Science, T314 (Dingo – Predator) Unit 5: <u>Activities and Supplemental Material</u></p>

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	Cross-Curricular Perspectives: Science, T244 (Marmots)
SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	<p>Unit 2: <u>Leveled Readers</u> Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T121 (Caterpillars and Predators) Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other) Cross-Curricular Perspectives: Science, T249 (Butterflies and Pollinators) Cross-Curricular Perspectives: Science, T252 (Compare Species and Cooperation) Cross-Curricular Perspectives: Science, T314 (Dingo – Predator) Cross-Curricular Perspectives: Science T318 (Australian Ecosystem)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T244 (Marmots)</p>
SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.	<p>Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Diagram: Pollutant Emissions, T152–T153 Read Aloud: “The New Downtown” T154–T155 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183</p>

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	<p>Primary Source: Preserving Biodiversity, T226–T227 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources)</p>
<p>SC.4.N.2.1 Explain that science focuses solely on the natural world.</p>	<p>Unit 1: <u>Selections</u> Infographic: “Where We Live” T88–T89 <u>Leveled Readers</u> Firefighting in the Sky (Realistic Fiction) Geographic Regions (Informational Text) Why Would You Live There? (Narrative Nonfiction) Keeping Nature in Balance (Informational Text) Health and Home (Informational Text) Why Would You Live There? (Narrative Nonfiction) extreme environments Unit 3: <u>Selections</u> <i>Out of My Mind</i>, T31–T37 (Cerebral Palsy) Infographic: New Places Affect How We Eat, T218–T219 Unit 5: <u>Selections</u> Diagram: Pollutant Emissions, T152–T153 Read Aloud: “The New Downtown” T154–T155 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183 Primary Source: Preserving Biodiversity, T226–T227 Infographic: The Trouble with Ocean Trash, T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 <u>Leveled Readers</u> The Water Cycles (Expository Text and Procedure)</p>

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	<p>The Dirt on Soil (Informational Text) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources) Cross-Curricular Perspectives: Science, T314 (Plastic Waste and the Environment) Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>SC.4.N.3.1 Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.</p>	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 Read: <i>Reaching for the Moon</i>, T31–T45 Infographic: “Where We Live” T88–T89 Infographic: “Cool Homes Around the World” T218–T219 Unit 2: <u>Selections</u> Infographic: Why Animals Adapt, T20–T21 Media: Survival Adaptations, T92–T93 Infographic: Part of a Habitat, T230–T231 Infographic: Many Ways to Be One of a Kind, T296–T297 Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21 Infographic: New Places Affect How We Eat, T218–T219 Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Media: Volcanic Activity, T86–T87 Infographic: The Trouble with Ocean Trash, T292–T293</p>
<p>SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p>	<p>Students can explore this concept as they examine the following selections. Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157</p>

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	<p>Read: "Twins in Space" T165–T175 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station)</p>
<p>SC.4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month.</p>	<p>Students can explore this concept as they examine the following selections. Unit 1: <u>Selections</u> Media: "Everyday Space Technology" T154–T155 Read Aloud: "Exploring Mars" T156–T157 Read: "Twins in Space" T165–T175 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station) Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure)</p>
<p>SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.</p>	<p>Students can explore this concept as they examine the following selections. Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure)</p>
<p>SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.</p>	<p>Students can explore this concept as they examine the following selections. Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure)</p>
<p>SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.</p>	<p>Teachers and students can examine this objective as they read the following material: Unit 1:</p>

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	<p><u>Selections</u> Media: “Everyday Space Technology” T154–T155 Read: “Twins in Space” T165–T175</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station)</p>
<p>SC.4.E.6.1 Identify the three categories of rocks: igneous (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).</p>	<p>Students can use the following material to complete this objective: Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T239 (Mountains) Cross-Curricular Perspectives: Science, T241 (Limestone)</p>
<p>SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.</p>	<p>Students can use the following material to complete this objective: Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T239 (Mountains)</p>

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	<p>Cross-Curricular Perspectives: Science, T241 (Limestone)</p>
<p>SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.</p>	<p>Unit 5: <u>Selections</u> Infographic: The Trouble with Ocean Trash, T292–T293 Read Aloud: “The Footprints Across Earth’s Back” T294–T295 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 <u>Leveled Readers</u> Force and Energy (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources) Cross-Curricular Perspectives: Science, T164 (Nonrenewable Resources like Coal, Oil, and Natural Gas)</p>
<p>SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).</p>	<p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Read Aloud: “Big Bend: Land of Contrasts” T228–T229 <u>Leveled Readers</u> The Dirt on Soil (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T239 (Mountains) Cross-Curricular Perspectives: Science, T241 (Limestone) Cross-Curricular Perspectives: Science, T243 (Erosion)</p>

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<p>SC.4.E.6.5 Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station) Unit 3: <u>Selections</u> “I Wil be a Chemist” (poem) T311 (Using a microscope)</p>
<p>SC.4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).</p>	<p>Students can use the following material to complete this objective: Unit 1: <u>Selections</u> Infographic: “Where We Live” T88–T89 <u>Leveled Readers</u> Geographic Regions (Informational Text) Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 <u>Leveled Readers</u> The Dirt on Soil (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T241 (Limestone)</p>

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SC.4.P.8.1 Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.	<p>Unit 5: <u>Selections</u> Infographic: "The Surface of Earth" T20–T21 Diagram: Pollutant Emissions, T152–T153</p> <p><u>Leveled Readers</u> Exploring Our World (Informational Text) The Dirt on Soil (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth's Crust) Cross-Curricular Perspectives: Science, T239 (Mountains) Cross-Curricular Perspectives: Science, T241 (Limestone) Cross-Curricular Perspectives: Science, T243 (Erosion) Cross-Curricular Perspectives: Science, T310 (Units of Measure)</p>
SC.4.P.8.2 Identify properties and common uses of water in each of its states.	<p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T37 (Clouds)</p> <p>Unit 5: <u>Leveled Readers</u> The Water Cycle (Expository Text + Procedure)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T174 (Water)</p>
SC.4.P.8.3 Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.	<p>For supporting content please see:</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Energy Recovery of Waste" T22–T23 Diagram: Pollutant Emissions, T152–T153</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text)</p>

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<p>SC.4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.</p>	<p>Magnetic force is discussed in the following text: Unit 5: <u>Selections</u> Read: <i>Planet Earth</i>, T32–T43</p>
<p>SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.</p>	<p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Read Aloud: “Energy Recovery of Waste” T22–T23 Read: <i>Planet Earth</i>, T32–T43 Infographic: The Trouble with Ocean Trash, T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 <u>Leveled Readers</u> The Dirt on Soil (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T308, T314 (Bali Environment and Trash)</p>