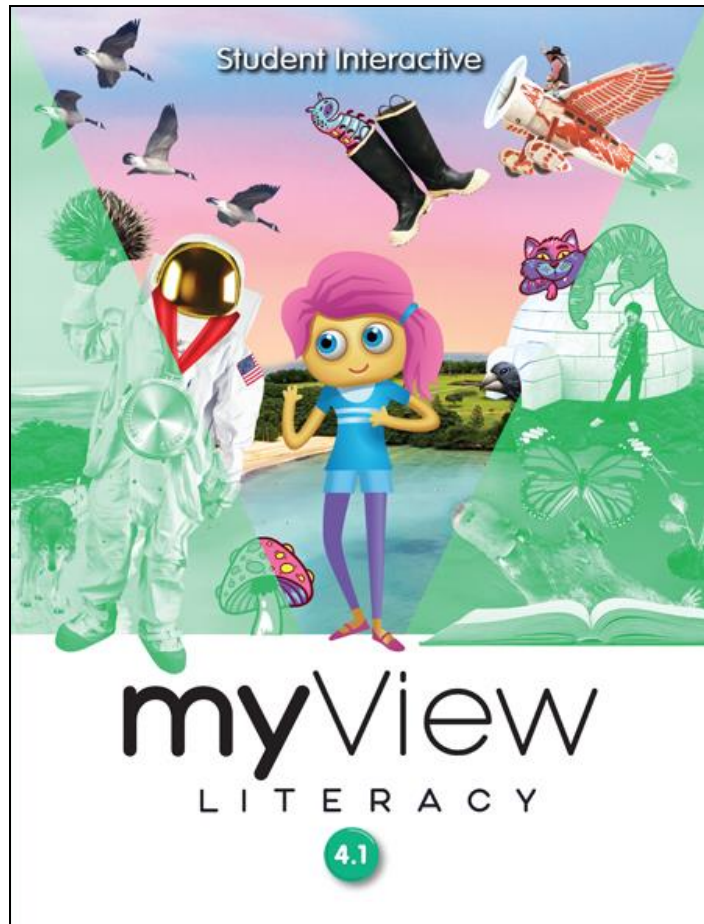


A Correlation of



Grade 4, ©2020

To the

Next Generation Science Standards

(NGSS)

Grade 4

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

Introduction

This document demonstrates how *myView Literacy, ©2020* supports the **Next Generation Science Standards**. 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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Next Generation Science Standards	myView Literacy Grade 4, ©2020
4 - Next Generation Science Standards Criteria, Grade 4 (PE) Performance Expectations	
(4-PS3) Energy	
(4-PS3-1) Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<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)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Diagram: Pollutant Emissions, T152–T153 <u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>
(4-PS3-2) Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	<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 <u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(4-PS3-3) Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>Teachers can introduce this objective with the following:</p> <p>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</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text)</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, T247 (Climbing Technology)</p>
<p>(4-PS3-4) Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 Infographic: “Cool Homes Around the World” T218–T219</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>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(4-PS4) Waves: Waves and Information	
(4-PS4-1) Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	<p>Unit 5: <u>Leveled Readers</u> Force and Energy (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T174 (Water)</p>
(4-PS4-3) Generate and compare multiple solutions that use patterns to transfer information.*	<p>Unit 1: <u>Leveled Readers</u> Railroad Networks (Informational Text)</p> <p>Unit 2: <u>Leveled Readers</u> Plant and Animal Communication (Expository Text)</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate T20–T21</p> <p><u>Leveled Readers</u> The Unbreakable Code (Historical Fiction) Native American coders</p> <p>Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) – patterns, maps, diagrams, charts</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(4-PS4) Structure, Function, and Information Processing	
(4-PS4-2) Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 (NASA develops glasses that block out blue and ultraviolet light)</p>
(4-LS1-1) Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	<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 <u>Leveled Readers</u> Jellyfish (Informational Text) Where Am I? Amazing Natural Camouflage (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</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(Continued)	(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
(4-LS1-2) Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	<p>Unit 2: <u>Selections</u> 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: <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i>, T307–T315, T317–T323</p> <p><u>Leveled Readers</u> Here Comes the Night (Expository Text) animals of the night One Morning on Mars (Science Fiction) Plant and Animal Communication (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T104 (Mimicry) Cross-Curricular Perspectives: Science, T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, T113 (Poison Dart Frog) Cross-Curricular Perspectives: Science, T114 (Moths and Predators) Cross-Curricular Perspectives: Science, T117, T119 (Survival Adaptations) Cross-Curricular Perspectives: Science, T121 (Caterpillars and Predators) Cross-Curricular Perspectives: Science, T178 (Snapping Turtles) Cross-Curricular Perspectives: Science, T183 (Turtles and Hibernating) Cross-Curricular Perspectives: Science, T244 (Spittlebug)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(4-ESS1) Earth's Systems: Processes that Shape the Earth	
<p>(4-ESS1-1) Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>Unit 1: <u>Selections</u> Read: <i>Rare Treasure</i>, T99–T111 (Fossils) <u>Leveled Readers</u> Geographic Regions (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T100 (Fossils) Cross-Curricular Perspectives: Science, T103 (Dinosaur and Fossils) Cross-Curricular Perspectives: Science, T104 (Fossils and Direct Observation) Cross-Curricular Perspectives: Science, T107 (Plesiosaurus) Cross-Curricular Perspectives: Science, T109 (Pterodactyl) Cross-Curricular Perspectives: Science, T111 (Squaloraja Fossil)</p> <p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Media: Volcanic Activity T86–T87 Read Aloud: “Mount Vesuvius” T88–T89 Read: <i>Volcanoes</i>, T97–T109 Read: <i>The Himalayas</i>, T237–T249 <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text) The Dirt on Soil (Informational Text) – diagrams, graphs, protect soil, dust bowl disaster, maps – build a backyard compost bin, recycling Accidental Discoveries (Narrative Nonfiction) archeology</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(4-ESS2-1) Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Read: <i>Planet Earth</i>, T32–T43 Read Aloud: “Big Bend: Land of Contrasts” T228–T229 Read: <i>The Himalayas</i>, T237–T249 <u>Leveled Readers</u> Adventure in Antarctica (Realistic Fiction) The Dirt on Soil (Informational Text) – diagrams, graphs, protect soil, dust bowl disaster, maps – build a backyard compost bin, recycling The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) Water, Wind, Patterns How Weather Works (Expository Text) – patterns</p>
<p>(4-ESS2-2) Analyze and interpret data from maps to describe patterns of Earth’s features.</p>	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 Unit 5: <u>Leveled Readers</u> The Dirt on Soil – maps (Informational Text) Patterns in Nature – maps (Informational Text and Procedure) How Weather Works – maps (Expository Text)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(4-ESS3-1) Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 <u>Leveled Readers</u> Railroad Networks (Informational Text) 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 <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>(4-ESS3-2) Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>Unit 1: <u>Selections</u> Infographic: “Where We Live” T88–T89 Infographic: “Cool Homes Around the World” T218–T219 <i>Life at the Top</i>, T229–T243 <u>Leveled Readers</u> Homes in Early America (Narrative Nonfiction) - dwellings No Place Like Home (Realistic Fiction) - dwellings Health and Home (Informational Text) Why Would You Live There? (Narrative Nonfiction) extreme environments Unit 5: <u>Selections</u> Primary Source: Preserving Biodiversity T226–T227 Read Aloud: “Big Bend: Land of Contrasts” T228–T229 <u>Activities and Supplemental Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-ETS1) 3-5 Engineering Design	
(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>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i>, T31–T45 Infographic: “Cool Homes Around the World” T218–T219</p> <p><u>Leveled Readers</u> Railroad Networks (Informational Text) Health and Home (Informational Text)</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate T20–T21 Infographic: New Places Affect How We Eat T218–T219</p> <p>Unit 4: <u>Leveled Readers</u> Enriching America (Informational Text – Biographies) immigrants including science and technology</p> <p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Read Aloud: “Energy Recovery of Waste” T22–T23 Read Aloud: “The New Downtown” T154–T155 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<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>	<p>Unit 1: <u>Selections</u> Read Aloud: “Defying Gravity” T90–T91 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Read: “Twins in Space” T165–T175 Infographic: “Cool Homes Around the World” T218–T219 <u>Leveled Readers</u> Railroad Networks (Informational Text) Health and Home (Informational Text) Unit 4: <u>Leveled Readers</u> Enriching America (Informational Text – Biographies) immigrants including science and technology Leaders of Change (Informational Text) includes warriors for nature like Jane Goddell 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 Primary Source: Preserving Biodiversity T226–T227 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p>
<p>(3-5-ETS1-3) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>Teachers can introduce this objective with the following: 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 Primary Source: Preserving Biodiversity, T226–T227 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
Next Generation Science Standards Criteria (DCI) Disciplinary Core Ideas	
(K-5-PS3-A) Definitions of Energy	
(K-5-PS3-A-1) The faster a given object is moving, the more energy it possesses. (4- PS3-1)	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 <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)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Diagram: Pollutant Emissions, T152–T153 <u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction)</p>
(K-5-PS3-A-2) Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)	<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 <u>Leveled Readers</u> Force and Energy (Informational Text) Trouble on Zeplin 5 (Science Fiction) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T231 (Altitude and Running)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 Media: Volcanic Activity T86–T87 Read: <i>Volcanoes</i>, T97–T109 Diagram: Pollutant Emissions T152–T153</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(Continued)	(Continued) Activities and Supplemental Material Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources)
(K-5-PS3-B) Conservation of Energy and Energy Transfer	
(K-5-PS3-B-1) Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3)	Teachers can introduce this objective with the following: Unit 5: Selections 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 Leveled Readers Force and Energy (Informational Text) Activities and Supplemental Material 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)
(K-5-PS3-B-2) Light also transfers energy from place to place. (4-PS3-2)	Teachers can introduce this objective with the following: Unit 1: Selections Media: "Everyday Space Technology" T154–T155 (NASA develops glasses that block out blue and ultraviolet light)

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(K-5-PS3-B-3) Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4- PS3-4)</p>	<p>Unit 1: <u>Leveled Readers</u> Railroad Networks (Informational Text) Health and Home (Informational Text) Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21 Unit 4: <u>Leveled Readers</u> Enriching America (Informational Text – Biographies) immigrants including science and technology</p>
<p>(K-5-PS3-C) Relationship Between Energy and Forces</p>	
<p>(K-5-PS3-C-1) When objects collide, the contact forces transfer energy so as to change the objects’ motions. (4-PS3-3)</p>	<p>Teachers can introduce this objective with the 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>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-PS3-D) Energy in Chemical Processes and Everyday Life	
(K-5-PS3-D-1) The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)	<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> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources)</p>
(K-5-PS4-A) Wave Properties	
(K-5-PS4-A-1) Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 5: <u>Leveled Readers</u> Force and Energy (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T174 (Water)</p>

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<p>(K-5-PS4-A-2) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)</p>	<p>Teachers can introduce this objective with the following:</p> <p>Unit 3: <u>Leveled Readers</u> Moves and Grooves (Informational Text) – dance and music</p> <p>Unit 5: <u>Leveled Readers</u> Force and Energy (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T174 (Water)</p>
<p>(K-5-PS4-C) Information Technologies and Instrumentation</p>	
<p>(K-5-PS4-C-1) Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)</p>	<p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155</p> <p>Unit 2: <u>Leveled Readers</u> Living in Space (Informational Text)</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</p> <p>Unit 4: <u>Leveled Readers</u> Enriching America (Informational Text)</p>
<p>(K-5-PS4-B) Electromagnetic Radiation</p>	
<p>(K-5-PS4-B-1) An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)</p>	<p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Media: “Everyday Space Technology” T154–T155 (NASA develops glasses that block out blue and ultraviolet light)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(K-5-LS1-A) Structure and Function</p>	
<p>(K-5-LS1-A-1) Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</p>	<p>Unit 2: <u>Selections</u> Read: <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i>, T307–T315, T317–T323 <u>Leveled Readers</u> Jellyfish (Informational Text) Invasive Species (Expository Text) insects and plants Plant and Animal Communication (Expository Text) Exploring Ecosystems (Informational 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, T113 (Poison Dart Frog) Cross-Curricular Perspectives: Science, T114 (Moths and Predators) Cross-Curricular Perspectives: Science, T117, T119 (Survival Adaptations) Cross-Curricular Perspectives: Science, T121 (Caterpillars and Predators) Cross-Curricular Perspectives: Science, T178 (Snapping Turtles) Cross-Curricular Perspectives: Science, T183 (Turtles and Hibernating) Cross-Curricular Perspectives: Science, T249 (Butterflies and Pollinators) Cross-Curricular Perspectives: Science, T312 (Hummingbird) Cross-Curricular Perspectives: Science, T314 (Dingo – Predator)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-LS1-D) Information Processing	
(K-5-LS1-D-1) Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)	<p>Students can explore this concept with the following:</p> <p>Unit 2: <u>Selections</u> Infographic: Why Animals Adapt, T20–T21 Media: Survival Adaptations, T92–T93 Read Aloud: “Moths in Hiding” T94–T95 Read: <i>Animal Mimics</i>, T103–T123 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)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T37, T47 (Adaptation) Cross-Curricular Perspectives: Science, UT39 (Camouflage) Cross-Curricular Perspectives: Science, T104 (Mimicry) Cross-Curricular Perspectives: Science, T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, T113 (Poison Dart Frog) Cross-Curricular Perspectives: Science, T114 (Moths and Predators) Cross-Curricular Perspectives: Science, T117, T119 (Survival Adaptations) Cross-Curricular Perspectives: Science, UT121 (Caterpillars and Predators) Cross-Curricular Perspectives: Science, T178 (Snapping Turtles) Cross-Curricular Perspectives: Science, T183 (Turtles and Hibernating)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-ESS1-C) The History of Planet Earth	
(K-5-ESS1-C-1) Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)	<p>Unit 1: <u>Selections</u> Read: <i>Rare Treasure</i>, T99–T111 (Fossils) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T100 (Fossils) Cross-Curricular Perspectives: Science, T103 (Dinosaur and Fossils) Cross-Curricular Perspectives: Science, T104 (Fossils and Direct Observation) Cross-Curricular Perspectives: Science, T107 (Plesiosaurus) Cross-Curricular Perspectives: Science, T109 (Pterodactyl) Cross-Curricular Perspectives: Science, T111 (Squaloraja Fossil)</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 <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)</p>
(K-5-ESS2-A) Earth Materials and Systems	
(K-5-ESS2-A-1) Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)	<p>Unit 5: <u>Leveled Readers</u> The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <u>Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-ESS2-B) Plate Tectonics and Large-Scale System Interactions	
(K-5-ESS2-B-1) The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)	<p>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>Leveled Readers</u> How Weather Works (Expository Text)</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) Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
(K-5-ESS2-E) Biogeology	
(K-5-ESS2-E-1) Living things affect the physical characteristics of their regions. (4- ESS2-1)	<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 Primary Source: Saving Elephants, T166–T167 Infographic: Part of a Habitat, T230–T231 Read Aloud: “Chameleon” T232–T233 Read: <i>Butterfly Eyes and Other Secrets of the Meadow</i>, T241–T253 Infographic: Many Ways to Be One of a Kind, T296–T297 Read Aloud: “Primates of Madagascar” T298–T299 Read: <i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i>, T307–T315, T317–T323</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(Continued)	(Continued) Unit 5: <u>Selections</u> Diagram: Pollutant Emissions T152–T153 Read: from <i>The Top 10 Ways You Can Reduce Waste</i> , T163–T183 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
(K-5-ESS3-A) Natural Resources (K-5-ESS3-A-1) Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	Unit 5: <u>Selections</u> Read Aloud: “Energy Recovery of Waste” T22–T23 <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) <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)

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-ESS3-B) Natural Hazards	
(K-5-ESS3-B-1) A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2)	<p>Unit 5: Selections Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109 Leveled Readers How Weather Works (Expository Text) Activities and Supplemental Material Cross-Curricular Perspectives: Science, T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
(K-5-ETS1-A) Defining and Delimiting Engineering Problems	
(K-5-ETS1-A-1) 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>Students have opportunities to complete this objective in the Project-Based Inquiry activities at the conclusion of each unit. In addition, some Leveled Readers include hands-on activities for student learning.</p> <p>Unit 2: Activities and Supplemental Material 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: Leveled Readers The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) Activities and Supplemental Material Compare Across Texts: Earth and Geographic Features, T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-ETS1-B) Designing Solutions to Engineering Problems	
(K-5-ETS1-B-1) Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)	<p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) – students build a backyard compost bin The Water Cycles (Expository Text and Procedure) – students conduct experiments with water Patterns in Nature (Informational Text and Procedure) – students create a sundial How Weather Works (Expository Text) – students record the weather Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
(K-5-ETS1-B-2) Developing Possible Solutions	
(K-5-ETS1-B-2.a) 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. (3-5-ETS1-2)	<p>Students have opportunities to complete this objective in the Project-Based Inquiry activities at the conclusion of each unit. In addition, some Leveled Readers include hands-on activities for student learning.</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>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <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>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(K-5-ETS1-B-2.b) 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. (3-5-ETS1-2)</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 Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <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>(K-5-ETS1-B-2.c) Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</p>	<p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Units of Measure)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(K-5-ETS1-C) Optimizing the Design Solution	
(K-5-ETS1-C-1) Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	<p>The following selections include experiments and material students can use to complete develop this objective:</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Units of Measure) In addition, see the following:</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> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
(SEP) Science and Engineering Practices	
(3-5-SEP-1) Asking Questions and Defining Problems	
(3-5-SEP-1.c) Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	<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, U2: 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, U5: T360–T361 Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 4, ©2020</p>
<p>(3-5-SEP-2) Developing and Using Models</p>	
<p>(3-5-SEP-2.d) Develop a model to describe phenomena.</p>	<p>The following selections include experiments and material students can use to complete develop this objective:</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p> <p>In addition, see the following: Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381 Unit 5: <u>Activities and Supplemental Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>(3-5-SEP-2.c) Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381 Unit 5: <u>Activities and Supplemental Material</u> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p> <p>The following selections include experiments and material students can use to complete develop this objective:</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(3-5-SEP-2.f) Use a model to test interactions concerning the functioning of a natural or designed system.</p>	<p>The following selections include experiments and material students can use to complete develop this objective:</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p> <p>In addition, see the following: 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> Research Project: Persuasive Writing: The Most Dangerous Type of Weather, T362–T377</p>
<p>(3-5-SEP-3) Planning and Carrying Out Investigations</p>	
<p>(3-5-SEP-3.c) Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</p>	<p>The following selections include experiments and material students can use to complete develop this objective:</p> <p>Unit 5: <u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Units of Measure)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-SEP-4) Analyzing and Interpreting Data	
(3-5-SEP-4.b) Analyze and interpret data to make sense of phenomena, using logical reasoning.	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 Media: “Everyday Space Technology” T154–T155 Infographic: “Cool Homes Around the World” T218–T219</p> <p>Unit 2: <u>Selections</u> Infographic: Why Animals Adapt, T20–T21 Media: Survival Adaptations, T92–T93 Infographic: Part of a Habitat, T230–T231</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</p> <p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Media: Volcanic Activity, T86–T87 Diagram: Pollutant Emissions, T152–T153 Infographic: The Trouble with Ocean Trash, T292–T293</p> <p><u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Units of Measure)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-SEP-6) Constructing Explanations and Designing Solutions	
(3-5-SEP-6.b) Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 Infographic: “Where We Live” T88–T89 Infographic: “Cool Homes Around the World” T218–T219</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</p> <p>Unit 5: <u>Selections</u> Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109 Diagram: Pollutant Emissions, T152–T153 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</p> <p><u>Leveled Readers</u> The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T310 (Units of Measure)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(3-5-SEP-6.c) Identify the evidence that supports particular points in an explanation.</p>	<p>Unit 1: <u>Selections</u> Infographic: “Cool Homes Around the World” T218–T219 <u>Leveled Readers</u> Living on Earth (Informational Text) Geographic Regions (Informational Text) Health and Home (Informational Text)</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 Infographic: Part of a Habitat, T230–T231 Read Aloud: “Chameleon” T232–T233 <u>Leveled Readers</u> Where Am I? Amazing Natural Camouflage (Informational Text) Plant and Animal Communication (Expository Text) Exploring Ecosystems (Informational Text) Sleep (Expository Text)</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 Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109 Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183 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</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(3-5-SEP-6.d) Apply scientific ideas to solve design problems.</p>	<p>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i>, T31–T45 Infographic: “Where We Live” T88–T89 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Infographic: “Cool Homes Around the World” T218–T219 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T38 (Astronaut) Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station) Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate T20–T21</p>
<p>(3-5-SEP-6.e) Generate and compare multiple solutions to a problem based on how well the meet the criteria and constraints of the design solution.</p>	<p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Endangered Species, T366–T381 Unit 5: <u>Selections</u> Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183 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</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-SEP-7) Engaging in Argument from Evidence	
(3-5-SEP-7.d) Construct an argument with evidence, data, and/or a model.	<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>
(3-5-SEP-8) Obtaining, Evaluating, and Communicating Information	
(3-5-SEP-8.d) Obtain and combine information from books and/or other reliable media to explain phenomena.	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland, T20–T21 Infographic: “Where We Live” T88–T89 Media: “Everyday Space Technology” T154–T155 Infographic: “Cool Homes Around the World” T218–T219</p> <p><u>Leveled Readers</u> Firefighting in the Sky (Realistic Fiction) Railroad Networks (Informational Text)</p> <p>Unit 2: <u>Selections</u> Infographic: Why Animals Adapt T20–T21 Media: Survival Adaptations T92–T93 Read Aloud: “Moths in Hiding” T94–T95 Read: <i>Animal Mimics</i>, T103–T123 Primary Source: Saving Elephants, T166–T167 Infographic: Many Ways to Be One of a Kind, T296–T297</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Living in Space (Informational Text) Jellyfish (Informational Text) Where Am I? Amazing Natural Camouflage (Informational Text) Wildfires (Informational Text) Here Comes the Night (Expository Text) One Morning on Mars (Science Fiction) Invasive Species (Expository Text) insects and plants Plant and Animal Communication (Expository Text) Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21 <i>Out of My Mind</i> , T31–T37 (Cerebral Palsy) 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: <i>Volcanoes</i> , T97–T109 Diagram: Pollutant Emissions, T152–T153 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 Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) Patterns in Nature (Informational Text and Procedure) How Weather Works (Expository Text)

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(CCC) Cross Cutting Concepts	
(3-5-CCC-1) Patterns	
(3-5-CCC-1.a) Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products.	<p>Unit 1: <u>Leveled Readers</u> Keeping Nature in Balance (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure) The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text)</p>
(3-5-CCC-1.c) Patterns can be used as evidence to support an explanation.	<p>Unit 1: <u>Leveled Readers</u> Keeping Nature in Balance (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure) The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-CCC-2) Cause and Effect	
(3-5-CCC-2.a) Cause and effect relationships are routinely identified, tested, and used to explain change.	<p>Unit 2: Informational Text (Cause and Effect), T96-T97, T100, T101</p> <p>In addition, see the following:</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 Primary Source: Saving Elephants, T166-T167</p> <p><u>Leveled Readers</u> Where Am I? Amazing Natural Camouflage (Informational Text) Invasive Species (Expository Text) insects and plants</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Living Things Adjust to Different Habitats and Environments, U2: T364-T365 Research Project: Informational Writing: Endangered Species, T366-T381</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Energy Recovery of Waste" T22-T23 Media: Volcanic Activity T86-T87 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</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) Marvels and Mysteries of Nature (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-CCC-4) Systems and System Models	
(3-5-CCC-4.b) A system can be described in terms of its components and their interactions.	<p>Unit 1: <u>Selections</u> Read Aloud: “Exploring Mars” T156–T157 <u>Leveled Readers</u> Railroad Networks (Informational Text) Texas: A Living Land (Informational Article) Geographic Regions (Informational Text) Keeping Nature in Balance (Informational Text) animals</p> <p>Unit 2: <u>Selections</u> Infographic: Part of a Habitat, T230–T231 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> Exploring Ecosystems (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T248, T252 (Living Things Depend on Each Other) Cross-Curricular Perspectives: Science, U2: T318 (Australian Ecosystem) Compare Across Texts: Living Things Adjust to Different Habitats and Environments, T364–T365</p> <p>Unit 5: <u>Selections</u> Infographic: “The Surface of Earth” T20–T21 Primary Source: Preserving Biodiversity, T226–T227</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(3-5-CCC-5) Energy and Matter: Flows, Cycles, and Conservation	
(3-5-CCC-5.c) Energy can be transferred in various ways and between objects.	<p>Unit 5: Selections Read Aloud: “Energy Recovery of Waste” T22–T23 Media: Volcanic Activity, T86–T87 Read: <i>Volcanoes</i>, T97–T109</p> <p>Leveled Readers Force and Energy (Informational Text) The Dirt on Soil (Informational Text) The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text)</p> <p>Activities and Supplemental Material Cross-Curricular Perspectives: Science, T34 (Renewable and Nonrenewable Resources) Cross-Curricular Perspectives: Science, T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, T103 (Tectonic Plates) Cross-Curricular Perspectives: Science, T164 (Nonrenewable Resources like Coal, Oil, and Natural Gas)</p>
(NoS) Connections to Nature of Science	
(K-5-NoS-2) Scientific Knowledge Is Based on Empirical Evidence	
(K-5-NoS-2.b) Science findings are based on recognizing patterns.	<p>Unit 1: Leveled Readers Keeping Nature in Balance (Informational Text)</p> <p>Unit 2: Leveled Readers Plant and Animal Communication (Expository Text) Exploring Ecosystems (Informational Text)</p> <p>Unit 5: Leveled Readers Patterns in Nature (Informational Text and Procedure) The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(K-5-NoS-6.c) Science assumes consistent patterns in natural systems.</p>	<p>Unit 1: <u>Leveled Readers</u> Keeping Nature in Balance (Informational Text)</p> <p>Unit 2: <u>Leveled Readers</u> Plant and Animal Communication (Expository Text) Exploring Ecosystems (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Patterns in Nature (Informational Text and Procedure) The Water Cycles (Expository Text and Procedure) How Weather Works (Expository Text)</p>
<p>(K-5-NoS-7.c) Most scientists and engineers work in teams.</p>	<p>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i> T31–T45 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Read: “Twins in Space” T165–T175</p> <p><u>Leveled Readers</u> Firefighting in the Sky (Realistic Fiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T38 (Astronaut) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station)</p> <p>Unit 4: <u>Leveled Readers</u> Leaders of Change (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read: from <i>The Top 10 Ways You Can Reduce Waste</i>, T163–T183 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(K-5-NoS-7.d) Science affects everyday life.</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</p> <p>Unit 3: <u>Selections</u> <i>Out of My Mind</i> T31–T37 (Cerebral Palsy) Infographic: New Places Affect How We Eat T218–T219</p> <p>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) 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>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
(STSE) Cross Cutting Concepts/Connections to Engineering, Technology, and Applications of Science	
(K-5-STSE-1) Influence of Engineering, Technology, and Science, on Society and the Natural World	
(K-5-STSE-1.c) Knowledge of relevant scientific concepts and research findings is important in engineering.	<p>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i>, T31–T45 Infographic: “Where We Live” T88–T89 Read Aloud: “Defying Gravity” T90–T91 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Read: “Twins in Space” T165–T175 Infographic: “Cool Homes Around the World” T218–T219</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T38 (Astronaut) Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station) Cross-Curricular Perspectives: Social Studies, T169 (Space and Human Body)</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate T20–T21</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 Infographic: The Trouble with Ocean Trash, T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T314 (Plastic Waste and the Environment)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(K-5-STSE-2.d) Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.</p>	<p>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i>, T31–T45 Infographic: “Where We Live” T88–T89 Read Aloud: “Defying Gravity” T90–T91 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Read: “Twins in Space” T165–T175 Infographic: “Cool Homes Around the World” T218–T219 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T38 (Astronaut) Cross-Curricular Perspectives: Social Studies, T40 (Space Travel) Cross-Curricular Perspectives: Social Studies, T167 (International Space Station) Cross-Curricular Perspectives: Social Studies, T169 (Space and Human Body)</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</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 Infographic: The Trouble with Ocean Trash, T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T314 (Plastic Waste and the Environment)</p>

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Next Generation Science Standards	myView Literacy Grade 4, ©2020
<p>(K-5-STSE-2.e) Over time, people's needs and wants change, as do their demands for new and improved technologies.</p>	<p>Unit 1: <u>Selections</u> Read: <i>Reaching for the Moon</i>, T31–T45 Media: “Everyday Space Technology” T154–T155 Read Aloud: “Exploring Mars” T156–T157 Read: “Twins in Space” T165–T175 Infographic: “Cool Homes Around the World” T218–T219</p> <p>Unit 3: <u>Selections</u> Infographic: Diverse Ways We Communicate, T20–T21</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 Infographic: The Trouble with Ocean Trash, T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T314 (Plastic Waste and the Environment)</p>