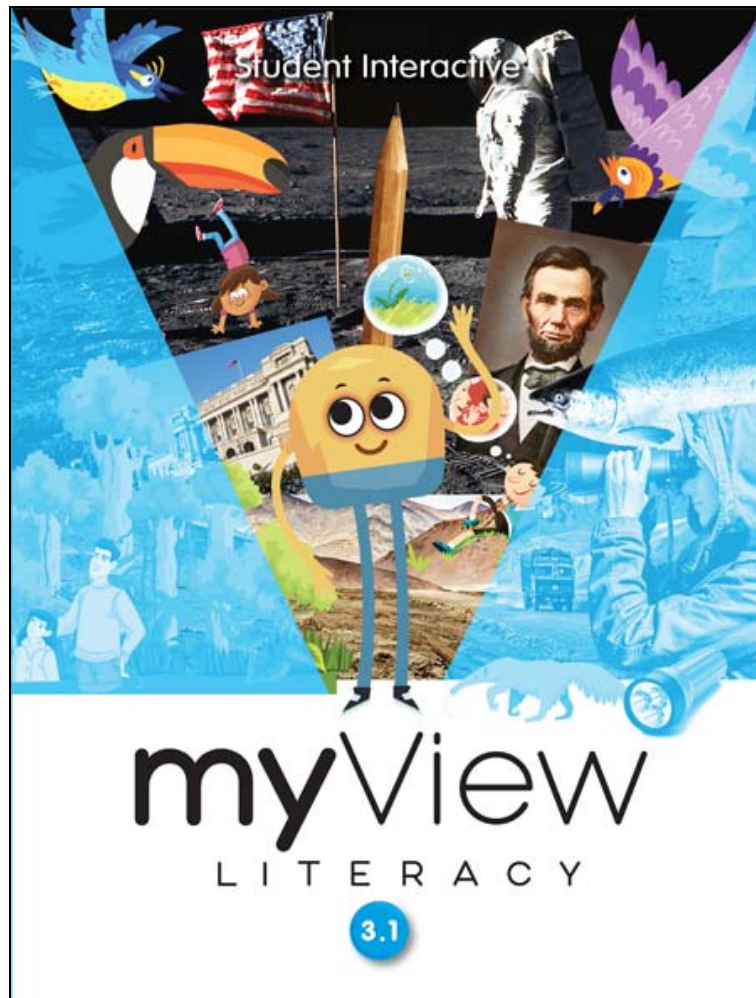


A Correlation of



Grade 3, ©2020

To

**Ohio's New Learning Science Standards
Grade 3**

SAVVAS

A Correlation of myView ©2020, Grade 3 to Ohio’s New Learning Science Standards, Grade 3

Introduction

This document demonstrates how **myView Literacy, ©2020** meets **Ohio’s New Learning 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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ESS Earth and Space Science	
Earth’s Resources	
This topic focuses on Earth’s resources. While resources can be living and nonliving, within this strand, the emphasis is on Earth’s nonliving resources, such as water, air, rock, soil and the energy resources they represent.	
3.ESS.1 Earth’s nonliving resources have specific properties.	
3.ESS.1.a Soil is composed of pieces of rock, organic material, water and air and has characteristics that can be measured and observed. Use the term “soil”, not “dirt”. Dirt and soil are not synonymous.	<p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read Aloud: “The Amazing Rainforest” T22–T23 Map: When Earth Changes . . . T92–T93 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T34 (Canyon and Erosion) Cross-Curricular Perspectives: Science, U5: T110 (Hawaiian Islands) Cross-Curricular Perspectives: Science, U5: T240 (Agriculture)</p>
3.ESS.1.b Rocks have specific characteristics that allow them to be sorted and compared. Rocks form in different ways. Air and water are also nonliving resources. Note: Rock classification is not the focus for this grade level; this is found in grade 6. At this grade, the observable characteristics of rocks can be used to sort or compare, rather than formal classification.	<p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T104–T113</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) Climbing Mountains (Informational Text) Ice Ages (Informational Text)</p> <p><u>Activities and Supplemental Material</u> (Canyon and Erosion) Cross-Curricular Perspectives: Science, U5: T46 (Arctic Environment) Cross-Curricular Perspectives: Science, U5: T110 (Hawaiian Islands)</p>
3.ESS.2 Earth’s resources can be used for energy.	

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3.ESS.2.a Renewable energy resources, such as wind, water or solar energy, can be replenished within a short amount of time by natural processes.	<p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> T241–T253</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i> T237–T255 (tornado and rebuilding a sustainable city)</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p>
3.ESS.2.b Nonrenewable energy is a finite resource, such as natural gas, coal or oil, which cannot be replenished in a short amount of time.	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T261 (Humans Affect the Environment)</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i> T237–T255 (sustainable city)</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p>
3.ESS.3 Some of Earth’s resources are limited.	
3.ESS.3.a Some of Earth’s resources become limited due to overuse and/or contamination. Reducing resource use, decreasing waste and/or pollution, recycling and reusing can help conserve these resources.	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T261 (Humans Affect the Environment)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> T241–T253</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i> T237–T255 (tornado and rebuilding a sustainable city)</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p>
LS Life Science	
Behavior, Growth and Changes	

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This topic explores life cycles of organisms and the relationship between the natural environment and an organism’s (physical and behavioral) traits, which affect its ability to survive and reproduce.	
3.LS.1 Offspring resemble their parents and each other.	
3.LS.1.a Individual organisms inherit many traits from their parents indicating a reliable way to transfer information from one generation to the next.	<p><u>Selections</u> Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Aloud: “Amazing Monarchs” T292–T293</p> <p><u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) Bees Around the World (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, U2: T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, U2: T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, U2: T237 (Elks) Cross-Curricular Perspectives: Science, U2: T312 (Domestication of Plants and Animals)</p>
3.LS.1.b Some behavioral traits are learned through interactions with the environment and are not inherited.	<p>Unit 1: <u>Selections</u> Read: <i>Living in Deserts</i> T243–T265</p> <p><u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments)</p> <p>Unit 2: <u>Selections</u> Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i> T241–T247 (Continued)</p> <p><u>Leveled Readers</u> Earth Environments (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T100</p>
(Continued)	

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	(Food chain) Cross-Curricular Perspectives: Science, U2: T112 (Species Helping Species) Cross-Curricular Perspectives: Science, U2: T310 (Bird Migrations) Cross-Curricular Perspectives: Science, U2: T312 (Domestication of Plants and Animals)
3.LS.2 Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.	
3.LS.2.a Plants and animals have physical features that are associated with the environments where they live.	Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments) Cross-Curricular Perspectives: Social Studies, U1: T41 (Tigers) Cross-Curricular Perspectives: Social Studies, U1: T184 (Cuban Crocodile) Unit 2: <u>Selections</u> Read Aloud: “Dance of the Bees” T22–T23 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> T100–T113 Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i> T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 (Continued) <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Bees Around the World (Informational Text) What’s for Dinner? (Informational Text) <u>Activities and Supplemental Material</u>
(Continued)	

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	<p>Cross-Curricular Perspectives: Science, U2: T37 (Ladybugs) Cross-Curricular Perspectives: Science, U2: T100 (Food chain) Cross-Curricular Perspectives: Science, U2: T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, U2: T112 (Species Helping Species) Cross-Curricular Perspectives: Science, U2: T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, U2: T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, U2: T237 (Elks) Cross-Curricular Perspectives: Science, U2: T307 (Ocean Habitat) Cross-Curricular Perspectives: Science, U2: T310 (Bird Migrations)</p>
<p>3.LS.2.b Plants and animals have certain physical or behavioral characteristics that influence their chances of surviving in particular environments. Note: The focus is on the individual, not the population. Adaption is not the focus at this grade level.</p> <p>(Continued)</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments) Cross-Curricular Perspectives: Social Studies, U1: T41 (Tigers) Cross-Curricular Perspectives: Social Studies, U1: T184 (Cuban Crocodile)</p> <p>(Continued)</p> <p>Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22–T23 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> T100–T113 Diagram: The Food Chain T156–T157 Read Aloud: "Producer and Consumer" T158–T159 Infographic: Bringing Animals Back T222–T223</p>

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Ohio’s New Learning Science Standards Grade 3	myView Literacy, ©2020 Grade 3
	<p>Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i> T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Bees Around the World (Informational Text) What’s for Dinner? (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T37 (Ladybugs) Cross-Curricular Perspectives: Science, U2: T100 (Food chain) Cross-Curricular Perspectives: Science, U2: T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, U2: T112 (Species Helping Species) Cross-Curricular Perspectives: Science, U2: T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, U2: T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, U2: T237 (Elks) Cross-Curricular Perspectives: Science, U2: T307 (Ocean Habitat) Cross-Curricular Perspectives: Science, U2: T310 (Bird Migrations)</p>
3.LS.3 Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	
<p>3.LS.3.a Worldwide, organisms are growing, reproducing, dying and decaying. The details of the life cycle are different for different organisms, which affects their ability to survive and reproduce in their natural environments. Note: The names of the stages within the life cycles are not the focus.</p>	<p>Unit 2: <u>Selections</u> Read Aloud: “Dance of the Bees” T22–T23 Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 <u>Leveled Readers</u> Staying Alive (Informational Text)</p>

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	Bees Around the World (Informational Text) Relationships in Nature (Informational Text) What’s for Dinner? (Informational Text) Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T100 (Food chain)
PS Physical Science	
Matter and Forms of Energy	
This topic focuses on the relationship between matter and energy. Matter has specific properties and is found in all substances on Earth. Heat is a familiar form of energy that can change the states of matter.	
3.PS.1 All objects and substances in the natural world are composed of matter.	
3.PS.1.a Matter takes up space and has mass.	For supporting content please see: Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) The Weighting Game (Science Fiction)
3.PS.1.b Differentiating between mass and weight is not necessary at this grade level.	For supporting content please see: Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) The Weighting Game (Science Fiction)
3.PS.2 Matter exists in different states, each of which has different properties.	
3.PS.2.a The most recognizable states of matter are solids, liquids and gases.	Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165

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	<p>Read Aloud: “Feeling the Cold” T166–T167</p> <p><u>Leveled Readers</u> Pollution (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science: U1: T120 (Sky Is Blue)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T41 (Rainbows)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) The Weighting Game (Science Fiction) Plug Into the Sun (Realistic Fiction) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T34 (Canyon and Erosion) Cross-Curricular Perspectives: Science, U5: T245 (Rainfall)</p>
3.PS.2.b Shape and compressibility are properties that can distinguish between the states of matter.	<p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T166–T167</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) The Weighting Game (Science Fiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T34 (Canyon and Erosion)</p>
3.PS.2.c One way to change matter from one state to another is by heating or cooling.	<p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T166–T167</p>

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	<p>Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T104–T113 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u> Plug Into the Sun (Realistic Fiction) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T46 (Arctic) Cross-Curricular Perspectives: Science, U5: T245 (Rainfall) Cross-Curricular Perspectives: Science, U5: T252 (Flooding)</p>
3.PS.3 Heat, electrical energy, light, sound and magnetic energy are forms of energy.	
3.PS.3.a There are many different forms of energy. Energy is the ability to cause motion or create change. The different forms of energy that are outlined at this grade level should be limited to familiar forms that a student is able to observe.	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) In Short Supply (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T261 (Humans Affect the Environment)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159</p> <p><u>Leveled Readers</u> What’s for Dinner? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T100 (Food chain)</p> <p>Unit 4: <u>Selections</u></p>

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Ohio’s New Learning Science Standards Grade 3	myView Literacy, ©2020 Grade 3
	<p>Read: <i>Green City</i> T237–T255 (tornado and rebuilding a sustainable city)</p> <p>Unit 5:</p> <p><u>Selections</u></p> <p>Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T104–T113 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u></p> <p>Earth’s Power (Informational Text) Plug Into the Sun (Realistic Fiction)</p>