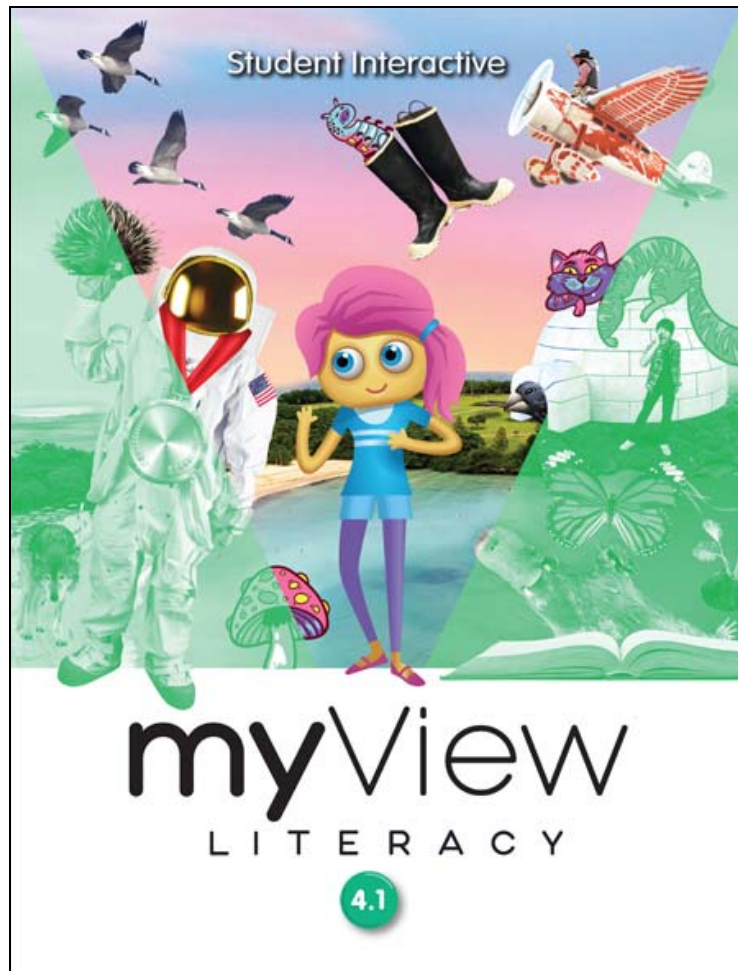


A Correlation of



Grade 4, ©2020

To

**Ohio's New Learning Science Standards
Grade 4**

SAVVAS

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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.

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Table of Contents

ESS Earth and Space Science.....	4
LS Life Science.....	7
PS Physical Science	11

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
ESS Earth and Space Science	
Earth’s Surface	
This topic focuses on the variety of processes that shape and reshape Earth’s surface.	
4.ESS.1 Earth’s surface has specific characteristics and landforms that can be identified.	
4.ESS.1.a About 70 percent of the Earth’s surface is covered with water and most of that is the ocean. Only a small portion of the Earth’s water is freshwater, which is found in rivers, lakes, groundwater and glaciers.	Unit 5: Selections Infographic: “The Surface of Earth” T20–T21 Infographic: The Trouble with Ocean Trash T292–T293 Read: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” T303–T319 Leveled Readers The Water Cycle (Expository Text + Procedure) Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T304, T312 (Bali Environment and Vulnerable Species) Cross-Curricular Perspectives: Science, U5: T308, T314 (Bali Environment and Trash)
4.ESS.1.b Earth’s surface can change due to erosion and deposition of soil, rock or sediment.	Unit 5: Selections Infographic: “The Surface of Earth” T20–T21 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T241 (Limestone) Cross-Curricular Perspectives: Science, U5: T243 (Erosion)
4.ESS.1.c Catastrophic events such as flooding, volcanoes and earthquakes can create landforms.	Unit 4: Leveled Readers

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Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p>A Tale of Two Volcanoes (Traditional Literature)</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</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, U5: T42, T99 (Volcanoes) Cross-Curricular Perspectives: Science, U5: T103 (Tectonic Plates)</p>
4.ESS.2 The surface of Earth changes due to weathering.	
<p>4.ESS.2.a Rocks change shape, size and/or form due to water or glacial movement, freeze and thaw, wind, plant growth, acid rain, pollution and catastrophic events such as earthquakes, flooding, and volcanic activity.</p> <p>Note: Differentiating between chemical and physical weathering is not the focus at this grade level.</p> <p>(Continued)</p>	<p>Unit 4: <u>Leveled Readers</u> A Tale of Two Volcanoes (Traditional Literature)</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 Aloud: “Mount Vesuvius” T88–T89 Read: <i>Volcanoes</i> T97–T109 Diagram: Pollutant Emissions T152–T153 Read Aloud: “Big Bend: Land of Contrasts” T228–T229 Read: <i>The Himalayas</i> T237–T249</p> <p><u>Leveled Readers</u> Force and Energy (Informational Text) Digging for Dinosaurs (Expository Text) Digging for Dinosaurs (Expository Text) The Dirt on Soil (Informational Text)</p> <p>(Continued)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T33 (Earth’s Crust)</p>

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p>Cross-Curricular Perspectives: Science, U5: T42, T99 (Volcanoes)</p> <p>Cross-Curricular Perspectives: Science, U5: T103 (Tectonic Plates)</p> <p>Cross-Curricular Perspectives: Science, U5: T164 (Nonrenewable Resources like Coal, Oil, and Natural Gas)</p> <p>Cross-Curricular Perspectives: Science, U5: T174 (Water)</p> <p>Cross-Curricular Perspectives: Science, U5: T239 (Mountains)</p> <p>Cross-Curricular Perspectives: Science, U5: T241 (Limestone)</p> <p>Cross-Curricular Perspectives: Science, U5: T242 (Himalayas and Water)</p> <p>Cross-Curricular Perspectives: Science, U5: T243 (Erosion)</p>
4.ESS.3 The surface of Earth changes due to erosion and deposition.	
4.ESS.3.a Liquid water, wind and ice physically remove and carry rock, soil and sediment (erosion) and deposit the material in a new location (deposition).	<p>Unit 5: <u>Selections</u> Read: <i>The Himalayas</i> T237–T249 <u>Leveled Readers</u> The Water Cycle (Expository Text + Procedure) The Dirt on Soil (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T174 (Water) Cross-Curricular Perspectives: Science, U5: T239 (Mountains) Cross-Curricular Perspectives: Science, U5: T241 (Limestone) Cross-Curricular Perspectives: Science, U5: T242 (Himalayas and Water) Cross-Curricular Perspectives: Science, U5: T243 (Erosion)</p>
4.ESS.3.b Gravitational force affects movements of water, rock and soil.	<p>Unit 5: <u>Selections</u> Read: <i>The Himalayas</i> T237–T249 <u>Leveled Readers</u> The Dirt on Soil (Informational Text)</p>

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Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T33 (Earth’s Crust) Cross-Curricular Perspectives: Science, U5: T239 (Mountains) Cross-Curricular Perspectives: Science, U5: T241 (Limestone) Cross-Curricular Perspectives: Science, U5: T242 (Himalayas and Water) Cross-Curricular Perspectives: Science, U5: T243 (Erosion)</p>
LS Life Science	
Earth’s Living History	
This topic focuses on using fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors.	
4.LS.1 Changes in an organism’s environment are sometimes beneficial to its survival and sometimes harmful.	
4.LS.1.a Ecosystems can change gradually or dramatically. When the environment changes, some plants and animals survive and reproduce and others die or move to new locations.	<p>Unit 1: <u>Selections</u> Map: Discover Extraordinary Iceland T20–T21 Unit 2: <u>Selections</u> Infographic: Why Animals Adapt T20–T21 Media: Survival Adaptations T92–T93 Read Aloud: “Moths in Hiding” T94–T95 Leveled Readers The Urban Jungle (Informational Text) Rain Forest Retreat (Fantasy) Wildfires (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T106, T309, T320 (Physical Adaptation) Cross-Curricular Perspectives: Science, U2: T117, T119 (Survival Adaptations)</p>
4.LS.1.b Ecosystems are based on interrelationships among and between biotic and abiotic factors. These include the diversity of other organisms present, the availability of food and other resources, and the physical attributes of the environment.	<p>Unit 1: <u>Leveled Readers</u> Texas: A Living Land (Informational Article) Geographic Regions (Informational Text) Unit 2: <u>Selections</u></p>

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p>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> <p><u>Leveled Readers</u> Living in Space (Informational Text) Eat Up! (Expository Text) Jellyfish (Informational Text) Evergreen Valley (Fantasy) The Urban Jungle (Informational Text) Where Am I? Amazing Natural Camouflage (Informational Text) Rain Forest Retreat (Fantasy) Wildfires (Informational Text) Here Comes the Night (Expository Text) One Morning on Mars (Science Fiction) Invasive Species (Expository Text) Plant and Animal Communication (Expository Text) Exploring Ecosystems (Informational Text) Sleep (Expository Text)</p> <p>(Continued)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T32, T37, T47 (Adaptation) Cross-Curricular Perspectives: Science, U2: T39 (Camouflage) Cross-Curricular Perspectives: Science, U2: T104 (Mimicry)</p>

**A Correlation of myView ©2020, Grade 4 to
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Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p>Cross-Curricular Perspectives: Science, U2: T106, T309, T320 (Physical Adaptation)</p> <p>Cross-Curricular Perspectives: Science, U2: T113 (Poison Dart Frog)</p> <p>Cross-Curricular Perspectives: Science, U2: T114 (Moths and Predators)</p> <p>Cross-Curricular Perspectives: Science, U2: T117, T119 (Survival Adaptations)</p> <p>Cross-Curricular Perspectives: Science, U2: T121 (Caterpillars and Predators)</p> <p>Cross-Curricular Perspectives: Science, U2: T178 (Snapping Turtles)</p> <p>Cross-Curricular Perspectives: Science, U2: T183 (Turtles and Hibernating)</p> <p>Cross-Curricular Perspectives: Science, U2: T244 (Spittlebug)</p> <p>Cross-Curricular Perspectives: Science, U2: T248, T252 (Living Things Depend on Each Other)</p> <p>Cross-Curricular Perspectives: Science, U2: T249 (Butterflies and Pollinators)</p> <p>Cross-Curricular Perspectives: Science, U2: T312 (Hummingbird)</p> <p>Cross-Curricular Perspectives: Science, U2: T314 (Dingo – Predator)</p> <p>Cross-Curricular Perspectives: Science, U2: T318 (Australian Ecosystem)</p> <p>Cross-Curricular Perspectives: Science, U2: T321 (Life Cycles)</p>
4.LS.2 Fossils can be compared to one another and to present-day organisms according to their similarities and differences.	
4.LS.2.a The concept of biodiversity is expanded to include different classification schemes based upon shared internal and external characteristics of organisms.	<p>Unit 1: <u>Selections</u> Read: <i>Rare Treasure</i> T99–T111 (Fossils) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U1: T100 (Fossils) Cross-Curricular Perspectives: Science, U1: T103 (Dinosaur and Fossils)</p>

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	<p>Cross-Curricular Perspectives: Science, U1: T104 (Fossils and Direct Observation) Cross-Curricular Perspectives: Science, U1: T107 (Plesiosaurus) Cross-Curricular Perspectives: Science, U1: T109 (Pterodactyl) Cross-Curricular Perspectives: Science, U1: T111 (Squaloraja Fossil) Unit 5: <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text)</p>
4.LS.2.b Most species that have lived on Earth are extinct.	<p>Unit 1: <u>Selections</u> Read: <i>Rare Treasure</i> T99–T111 (Fossils) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U1: T100 (Fossils) Cross-Curricular Perspectives: Science, U1: T103 (Dinosaur and Fossils) Cross-Curricular Perspectives: Science, U1: T104 (Fossils and Direct Observation) Cross-Curricular Perspectives: Science, U1: T107 (Plesiosaurus) Cross-Curricular Perspectives: Science, U1: T109 (Pterodactyl) Cross-Curricular Perspectives: Science, U1: T111 (Squaloraja Fossil) Unit 5: <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text)</p>
4.LS.2.c Fossils provide a point of comparison between the types of organisms that lived long ago and those existing today.	<p>Unit 1: <u>Selections</u> Read: <i>Rare Treasure</i> T99–T111 (Fossils) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U1: T100 (Fossils) Cross-Curricular Perspectives: Science, U1: T103 (Dinosaur and Fossils) Cross-Curricular Perspectives: Science, U1: T104 (Fossils and Direct Observation) Cross-Curricular Perspectives: Science, U1: T107</p>

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
	(Plesiosaurus) Cross-Curricular Perspectives: Science, U1: T109 (Pterodactyl) Cross-Curricular Perspectives: Science, U1: T111 (Squaloraja Fossil) Unit 5: <u>Leveled Readers</u> Digging for Dinosaurs (Expository Text)
PS Physical Science	
Electricity, Heat and Matter	
This topic focuses on the conservation of matter and the processes of energy transfer and transformation, especially as they apply to heat and electrical energy.	
4.PS.1 When objects break into smaller pieces, dissolve, or change state, the total amount of matter is conserved.	
4.PS.1.a When an object is broken into smaller pieces, when a solid is dissolved in a liquid or when matter changes state (solid, liquid, gas), the total amount of matter remains constant. Note: Differentiation between mass and weight is not necessary at this grade level.	For supporting content please see: 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)
4.PS.2 Energy can be transferred from one location to another or can be transformed from one form to another.	
4.PS.2.a Energy transfers from hot objects to cold objects as heat, resulting in a temperature change.	For supporting content please see: 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 <u>Leveled Readers</u> Force and Energy (Informational Text)
4.PS.2.b Electric circuits require a complete loop of conducting materials through which electrical	For supporting content please see: Unit 5:

**A Correlation of myView ©2020, Grade 4 to
Ohio’s New Learning Science Standards, Grade 4**

Ohio’s New Learning Science Standards Grade 4	myView Literacy, ©2020 Grade 4
energy can be transferred.	<p><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>
4.PS.2.c Electrical energy in circuits can be transformed to other forms of energy, including light, heat, sound and motion. Electricity and magnetism are closely related.	<p>For supporting content please see:</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>