

		Ohio - Veggie U Correlations for Grade 3		
		Science, Language Arts, Math		
		(Edgate Correlation Services, standards in force as of May 2012)		
Veggie U				
Lessons 1-25		Unit 1 - Lesson 01: Food For The Future - Are We What We Eat?		
Headings Summary		Unit 1 - Lesson 02: Food For The Future - We Are What We Eat!		
		Unit 1 - Lesson 03: Food For The Future - The Vegetables Arrive		
		Unit 1 - Lesson 04: Food For The Future - Act Like a Farmer		
		Unit 1 - Lesson 05: Food For The Future - Here Come The Worms!		
		Unit 2 - Lesson 06: Seeds and Soil - Soil Sample ID		
		Unit 2 - Lesson 07: Seeds and Soil - Planting Our Root Viewers		
		Unit 2 - Lesson 08: Seeds and Soil - Planting Lettuce Trays & What Are the Mystery Seeds		
		Unit 2 - Lesson 09: Seeds and Soil - All About Seeds		
		Unit 2 - Lesson 10: Seeds and Soil - Observe and Investigate		
		Unit 3 - Lesson 11: Parts of a Plant - Plant Structure - Stems		
		Unit 3 - Lesson 12: Parts of a Plant - Plant Structure - Leaves		
		Unit 3 - Lesson 13: Parts of a Plant - Parts of a Flower		
		Unit 3 - Lesson 14: Parts of a Plant - Observing Root Systems		
		Unit 3 - Lesson 15: Parts of a Plant - Putting It All Together		
		Unit 4 - Lesson 16: Healthy Eating - Watch Me Grow, The Nutrients I Need		
		Unit 4 - Lesson 17: Healthy Eating - Balancing Your Energy		
		Unit 4 - Lesson 18: Healthy Eating - What's On A Label		
		Unit 4 - Lesson 19: Healthy Eating - Color my Plate		
		Unit 4 - Lesson 20: Healthy Eating - My Recipe for Success		
		Unit 5 - Lesson 21: Feast of the Future - Planning the Feast		
		Unit 5 - Lesson 22: Feast of the Future - Plans for the Feast		
		Unit 5 - Lesson 23: Feast of the Future - Think Like a Chef		
		Unit 5 - Lesson 24: Feast of the Future - Feast Preparations and Mystery Seeds Revealed		
		Unit 5 - Lesson 25: Feast of the Future - Feast Day		
		Ohio Academic Content Standards		
		Science		
		Grade 3 - Adopted 2002		
DOMAIN / ACADEMIC CONTENT STANDARD	OH.1.	Earth and Space Sciences: Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.		

STANDARD / BENCHMARK	1.C.	Describe Earth's resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.
		Lessons: 1, 3, 6
STANDARD / BENCHMARK	1.D.	Analyze weather and changes that occur over a period of time.
		Lesson: 15
STANDARD / BENCHMARK	1.4.	Grade Level Indicator: Earth Systems: Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).
		Lessons: 2, 6, 9, 15
STANDARD / BENCHMARK	1.5.	Grade Level Indicator: Earth Systems: Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).
		Lessons: 2, 6, 9, 15
DOMAIN / ACADEMIC CONTENT STANDARD	OH.2.	Life Sciences: Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.
STANDARD / BENCHMARK	2.A.	Differentiate between the life cycles of different plants and animals.
		Lessons: 4, 5, 7, 14
STANDARD / BENCHMARK	2.B.	Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.
		Lessons: 5, 9-12, 22
STANDARD / BENCHMARK	2.C.	Compare changes in an organism's ecosystem/ habitat that affect its survival.
		Lessons: 6, 7
		Unit 2 - Lesson 06: Seeds and Soil - Roll up your sleeves!
		Unit 2 - Lesson 07: Seeds and Soil - Getting to the Root of it All
STANDARD / BENCHMARK	2.1.	Grade Level Indicator: Heredity: Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).
		Lesson: 5
STANDARD / BENCHMARK	2.2.	Grade Level Indicator: Diversity and Interdependence of Life: Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).
		Lesson: 5
STANDARD / BENCHMARK	2.6.	Grade Level Indicator: Diversity and Interdependence of Life: Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful.
		Lessons: 6, 7
DOMAIN / ACADEMIC CONTENT STANDARD	OH.3.	Physical Sciences: Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and

DOMAIN / ACADEMIC CONTENT STANDARD	OH.5.	Scientific Inquiry: Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.		
STANDARD / BENCHMARK	5.A.	Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation. Lessons: 6-15, 21		
STANDARD / BENCHMARK	5.B.	Organize and evaluate observations, measurements and other data to formulate inferences and conclusions. Lessons: 4, 6-21		
STANDARD / BENCHMARK	5.C.	Develop, design and safely conduct scientific investigations and communicate the results. Lessons: 1-21		
STANDARD / BENCHMARK	5.2.	Grade Level Indicator: Doing Scientific Inquiry: Discuss observations and measurements made by other people. Lessons: 4, 6-21		
STANDARD / BENCHMARK	5.3.	Grade Level Indicator: Doing Scientific Inquiry: Read and interpret simple tables and graphs produced by self/others. Lessons: 2, 4, 6-21		
STANDARD / BENCHMARK	5.4.	Grade Level Indicator: Doing Scientific Inquiry: Identify and apply science safety procedures.		
		Lessons: 4, 5, 11-25		
STANDARD / BENCHMARK	5.5.	Grade Level Indicator: Doing Scientific Inquiry: Record and organize observations (e.g., journals, charts and tables). Lessons: 1-21		
STANDARD / BENCHMARK	5.6.	Grade Level Indicator: Doing Scientific Inquiry: Communicate scientific findings to others through a variety of methods (e.g., pictures, written, ...). Lessons: 1-21		
DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Scientific Ways of Knowing: Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.		
STANDARD / BENCHMARK	6.B.	Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions. Lessons: 4-21		
STANDARD / BENCHMARK	6.C.	Explain the importance of keeping records of observations and investigations that are accurate and understandable. Lessons: 4, 6-15, 18, 21		
STANDARD / BENCHMARK	6.1.	Grade Level Indicator: Nature of Science: Describe different kinds of investigations that scientists use depending on the questions they are trying to answer. Lessons: 4-21		
STANDARD / BENCHMARK	6.2.	Grade Level Indicator: Ethical Practices: Keep records of investigations and observations and do not change the records that are different from someone else's work. Lessons: 1-21		
Ohio Academic Content Standards				
Language Arts				
Grade 3 - Adopted 2001				

DOMAIN / ACADEMIC CONTENT STANDARD	OH.2.	Acquisition of Vocabulary: Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.
STANDARD / BENCHMARK	2.D.	Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings. Lessons: 1-25
DOMAIN / ACADEMIC CONTENT STANDARD	OH.3.	Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies: Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.
STANDARD / BENCHMARK	3.A.	Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. Lesson: 5
STANDARD / BENCHMARK	3.D.	Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. Lessons: 6, 7, 11, 14, 15, 24
STANDARD / BENCHMARK	3.E.	Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). Lessons: 5, 7, 23-25
STANDARD / BENCHMARK	3.F.	Apply and adjust self-monitoring strategies to assess understanding of text. Lesson: 5
STANDARD / BENCHMARK	3.1.	Grade Level Indicator: Comprehension Strategies: Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). Lesson: 4
STANDARD / BENCHMARK	3.3.	Grade Level Indicator: Comprehension Strategies: Compare and contrast information between texts and across subject areas. Lessons: 6, 7, 11, 14, 15, 24
STANDARD / BENCHMARK	3.4.	Grade Level Indicator: Comprehension Strategies: Summarize texts, sequencing information accurately and include main ideas and details as appropriate. Lesson: 5
STANDARD / BENCHMARK	3.7.	Grade Level Indicator: Comprehension Strategies: Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. Lessons: 5, 7, 23-25
DOMAIN / ACADEMIC CONTENT STANDARD	OH.4.	Informational, Technical and Persuasive Text: Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

STANDARD / BENCHMARK	4.E.	Evaluate two- and three-step directions for proper sequencing and completeness. Lesson: 4
STANDARD / BENCHMARK	4.2.	Grade Level Indicator: List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. Lessons: 7, 23-25
STANDARD / BENCHMARK	4.4.	Grade Level Indicator: Draw conclusions from information in maps, charts, graphs and diagrams. Lessons: 2, 4, 5, 7, 13, 15-19
STANDARD / BENCHMARK	4.5.	Grade Level Indicator: Analyze a set of directions for proper sequencing, clarity and completeness. Lesson: 4
DOMAIN / ACADEMIC CONTENT STANDARD	OH.5.	Literary Text: Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.
STANDARD / BENCHMARK	5.B.	Use supporting details to identify and describe main ideas, characters and setting. Lesson: 5
DOMAIN / ACADEMIC CONTENT STANDARD	OH.6.	Writing Process: Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.
STANDARD / BENCHMARK	6.I.	Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. Lessons: 1-21, 24, 25
STANDARD / BENCHMARK	6.16.	Grade Level Indicator: Publishing: Rewrite and illustrate writing samples for display and for sharing with others. Lessons: 4, 8
DOMAIN / ACADEMIC CONTENT STANDARD	OH.7.	Writing Applications: Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.
STANDARD / BENCHMARK	7.B.	Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text. Lessons: 1-25
STANDARD / BENCHMARK	7.C.	Write formal and informal letters that include important details and follow correct letter format. Lessons: 3, 4, 16, 19, 21, 25
STANDARD / BENCHMARK	7.D.	Write informational reports that include facts, details and examples that illustrate an important idea. Lessons: 1-25

STANDARD / BENCHMARK	7.2.	Grade Level Indicator: Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text. Lessons: 1-25
STANDARD / BENCHMARK	7.3.	Grade Level Indicator: Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature. Lessons: 21, 25
STANDARD / BENCHMARK	7.4.	Grade Level Indicator: Write informational reports that include the main ideas and significant details from the text. Lessons: 1-25
STANDARD / BENCHMARK	7.5.	Grade Level Indicator: Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. Lessons: 1-25
DOMAIN / ACADEMIC CONTENT	OH.9.	Research: Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.
STANDARD / BENCHMARK	9.B.	Select and summarize important information and sort key findings into categories about a topic. Lessons: 1-25
STANDARD / BENCHMARK	9.C.	Create a list of sources used for oral, visual, written or multimedia reports. Lesson 20
STANDARD / BENCHMARK	9.D.	Communicate findings orally, visually and in writing or through multimedia. Lessons: 1-25
STANDARD / BENCHMARK	9.3.	Grade Level Indicator: Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. Lessons: 1, 20, 25
STANDARD / BENCHMARK	9.7.	Grade Level Indicator: Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. Lessons: 1-25

Ohio Academic Content Standards

Mathematics

Grade 3 - Adopted 2001

DOMAIN / ACADEMIC CONTENT	OH.NNSO.	Number, Number Sense and Operations: Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.
STANDARD / BENCHMARK	NNSO.K.	Analyze and solve multi-step problems involving addition, subtraction, multiplication and division of whole numbers. Lessons: 10-21
STANDARD / BENCHMARK	NNSO.5.	Grade Level Indicator: Number and Number Systems: Represent fractions and mixed numbers using words, numerals and physical models. Lessons: 18, 23
STANDARD / BENCHMARK	NNSO.12.	Grade Level Indicator: Computation and Estimation: Add and subtract whole numbers with and without regrouping. Lessons: 10-21
STANDARD / BENCHMARK	NNSO.14.	Grade Level Indicator: Computation and Estimation: Divide 2- and 3-digit numbers by a single-digit number, without remainders for division. Lessons: 10-21

DOMAIN / ACADEMIC	OH.M.	Measurement: Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.
STANDARD / BENCHMARK	M.5.	Grade Level Indicator: Use Measurement Techniques and Tools: Estimate and measure length, weight and volume (capacity), using metric and Lessons: 16, 17
DOMAIN / ACADEMIC CONTENT	OH.PFA.	Patterns, Functions and Algebra: Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.
STANDARD / BENCHMARK	PFA.4.	Grade Level Indicator: Use Algebraic Representations: Model problem situations using objects, pictures, tables, numbers, letters and other symbols. Lessons: 17-19
DOMAIN / ACADEMIC CONTENT	OH.DAP.	Data Analysis and Probability: Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.
STANDARD / BENCHMARK	DAP.A.	Gather and organize data from surveys and classroom experiments, including data collected over a period of time. Lessons: 1-21
STANDARD / BENCHMARK	DAP.B.	Read and interpret tables, charts, graphs (bar, picture, line, line plot), and timelines as sources of information, identify main idea, draw Lessons: 9-21
STANDARD / BENCHMARK	DAP.C.	Construct charts, tables and graphs to represent data, including picture graphs, bar graphs, line graphs, line plots and Venn diagrams. Lessons: 6-21
STANDARD / BENCHMARK	DAP.1.	Grade Level Indicator: Data Collection: Collect and organize data from an experiment, such as recording and classifying observations or Lessons: 7-21
STANDARD / BENCHMARK	DAP.7.	Grade Level Indicator: Data Collection: Analyze and interpret information represented on a timeline. Lessons: 9-21
STANDARD / BENCHMARK	DAP.9.	Grade Level Indicator: Probability: Conduct a simple experiment or simulation of a simple event, record the results in a chart, table or graph, Lessons: 7-21
DOMAIN /	OH.MP.	Mathematical Processes: Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-
STANDARD / BENCHMARK	MP.A.	Apply and justify the use of a variety of problem-solving strategies; e.g., make an organized list, guess and check. Lessons: 7-21
STANDARD / BENCHMARK	MP.B.	Use an organized approach and appropriate strategies to solve multi-step problems. Lessons: 7-21
STANDARD / BENCHMARK	MP.D.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world; e.g., use a timeline to sequence events; Lessons: 1-5, 22-25
STANDARD / BENCHMARK	MP.J.	Read, interpret, discuss and write about mathematical ideas and concepts using both everyday and mathematical language. Lessons: 1-21
STANDARD / BENCHMARK	MP.K.	Use mathematical language to explain and justify mathematical ideas, strategies and solutions. Lessons: 1-25