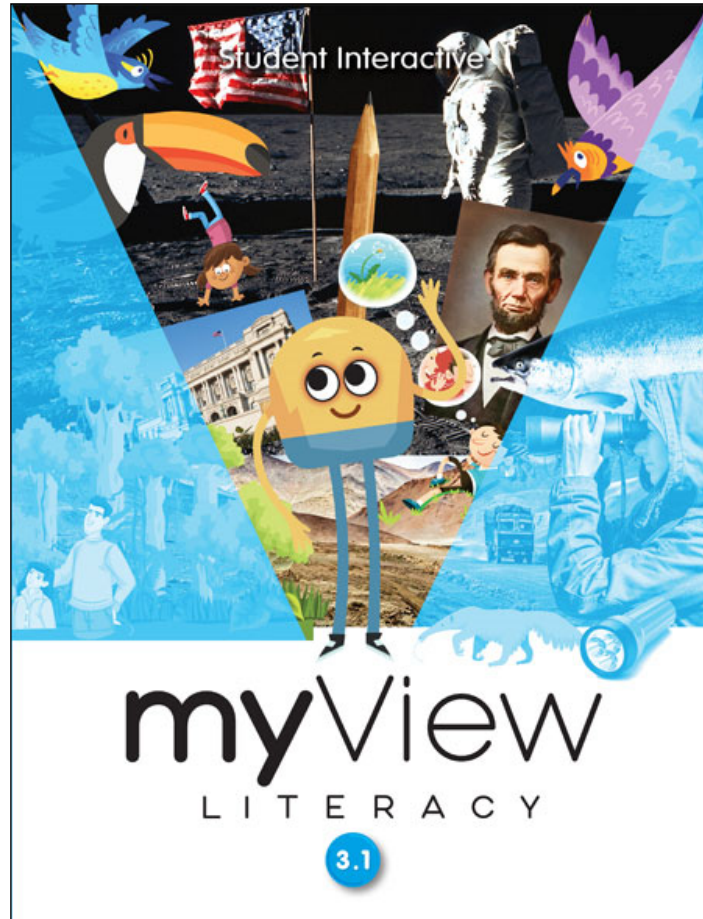


A Correlation of



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To the

**Alabama Course of Study
English Language Arts 2021
Grade 3**

**A Correlation of myView Literacy, Grade 3, ©2020 to the
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Recurring Standards for Grades K-3	
Students will:	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	TE: Unit 2, Week 5, pp. T316–T317 / SI: Unit 2, Week 5, p. 400 TE: Unit 2, Week 6, pp. T468–T469 / SI: Unit 2, Week 6, pp. 428–429 TE: Unit 3, Week 5, pp. T318–T319 / SI: Unit 3, Week 5, p. 184 TE: Unit 4, Week 5, pp. T324–T325 / SI: Unit 4, Week 5, p. 394 TE: Unit 5, Week 1, pp. T74–T75 / SI: Unit 5, Week 1, p. 458
R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.	TE: Unit 1, Week 4, pp. T252–T253 / SI: Unit 1, Week 4, p. 164 TE: Unit 1, Week 4, p. T424 TE: Unit 3, Week 1, pp. T58–T59 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 1, p. T336
R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.	TE: Unit 1, Week 4, pp. T218–T219 / SI: Unit 1, Week 4, p. 163 TE: Unit 2, pp. T12–T13 / SI: Unit 2, p. 233
R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.	TE: Unit 3, Week 6, pp. T460–T461 / SI: Unit 3, Week 6, pp. 202–203 TE: Unit 4, Week 6, pp. T466–T467 / SI: Unit 4, Week 6, pp. 412–413
R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.	TE: Unit 1, Week 6, pp. T474–T475 / SI: Unit 1, Week 6, pp. 214–215 TE: Unit 3, Week 6, pp. T468–T469 / SI: Unit 3, Week 6, pp. 210–211 TE: Unit 1, Week 5, pp. T454–T455 / SI: Unit 1, Week 5, p. 207 TE: Unit 1, Week 1, pp. T366–T367 / SI: Unit 1, Week 1, p. 57 TE: Unit 1, Week 2, pp. T378–T379 / SI: Unit 1, Week 2, p. 90

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Grade 3 Content Standards	
Literacy Foundations	
Oral Language	
Students will:	
AL.3.1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.	TE: Unit 1, Week 5, pp. T334–T335 / SI: Unit 1, Week 5, p. 198 TE: Unit 2, Week 1, pp. T70–T71 / SI: Unit 2, Week 1, p. 258 TE: Unit 5, Week 1, pp. T74–T75 / SI: Unit 5, Week 1, p. 458
AL.3.1.a. Elaborate on responses in conversations and discussions.	TE: Unit 1, Week 1, pp. T56–T57 / SI: Unit 1, Week 1, p. 42 TE: Unit 2, Week 1, pp. T70–T71 / SI: Unit 2, Week 1, p. 258 TE: Unit 5, Week 1, pp. T74–T75 / SI: Unit 5, Week 1, p. 458
AL.3.2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.	TE: Unit 1, Week 1, pp. T56–T57 TE: Unit 1, Week 1, pp. T78–T79 / SI: Unit 1, Week 1, p. 46 TE: Unit 2, Week 6, p. 468 / SI: Unit 2, Week 6, p. 428 TE: Unit 3, Week 6, p. 470 / SI: Unit 3, Week 6, p. 212 TE: Unit 5, Week 3, p. T405 TE: Unit 5, pp. T476–T477, T481 SI: p. AP234
AL.3.2.a. Use oral language for different purposes to inform, to entertain, to persuade, to clarify, and to respond.	TE: Unit 1, Week 1, pp. T56–T57 TE: Unit 1, Week 1, pp. T78–T79 / SI: Unit 1, Week 1, p. 46 TE: Unit 2, Week 6, p. 468 / SI: Unit 2, Week 6, p. 428 TE: Unit 3, Week 6, p. 470 / SI: Unit 3, Week 6, p. 212 TE: Unit 5, pp. T476–T477, T481 SI: p. AP234
AL.3.3. Apply oral literacy skills by participating in a variety of oral language activities. <i>Examples: plays, dramas, choral readings, oral reports</i>	SI: Unit 1, Week 5, pp. AP34–35 TE: Unit 3, Week 3, pp. T390–T391 / SI: Unit 3, Week 3, p. 127 TE: Unit 3, Week 6, p. T470

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Speaking	
AL.3.4. Ask and answer questions using complete sentences and grade-level vocabulary.	TE: Unit 1, pp. T12–T13 / SI: Unit 1, p.13 TE: Unit 2, Week 5, pp. T316–T317 / SI: Unit 2, Week 5, p. 400 TE: Unit 3, Week 5, pp. T318–T319 / SI: Unit 3, Week 5, p. 184
AL.3.5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.	TE: Unit 2, Week 6, p. T468 / SI: Unit 2, Week 6, p. 428 TE: Unit 3, Week 6, p. T470 / SI: Unit 3, Week 6, p. 212
AL.3.6. Use digital tools to enhance oral presentations, working collaboratively.	TE: Unit 4, Week 6, pp. T466–T467 / SI: Unit 4, Week 6, pp. 412–413 TE: Unit 4, Week 6, pp. T472–T473 / SI: Unit 4, Week 6, pp. 418–419 TE: Unit 5, Week 6, pp. T464–T465 / SI: Unit 5, Week 6, pp. 620–621 TE: Unit 5, Week 6, pp. T468–T469 / SI: Unit 5, Week 6, pp. 624–625
Phonological Awareness/Phonemic Awareness	
AL.3.7. Demonstrate advanced phonemic awareness skills in spoken words.	SI: p. AP235 SI: p. AP236 SI: p. AP237 SI: p. AP238 SI: p. AP239
AL.3.7.a. Delete phonemes in initial and final blends of a spoken word. <i>Examples: Say smoke. Now say smoke, but don't say /m/. (soak) Say best. Now say best, but don't say /s/. (bet)</i>	SI: p. AP235
AL.3.7.b. Substitute phonemes in initial and final blends in a spoken word. <i>Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep) Say list. Now say list, but change the /s/ to /f/. (lift)</i>	SI: p. AP236
AL.3.7.c. Reverse phonemes in a spoken word. <i>Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face) Say slack . Now say slack but say the last sound first and the first sound last. (class)</i>	SI: p. AP237

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<p>AL.3.7.d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. <i>Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame</i></p>	<p>SI: p. AP238</p>
<p>AL.3.7.e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. <i>Examples: Say photograph. Change graph to cell. (photocell) Say anytime. Change time to where. (anywhere) Say blocked. Change /t/ to /ing/. (blocking)</i></p>	<p>SI: p. AP239</p>
Phonics	
<p>AL.3.8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	<p>TE: Unit 1, Week 2, p. T384 / SI: Unit 1, Week 2, p. AP7 TE: Unit 1, Week 2, p. T388 TE: Unit 1, Week 3, p. T406 TE: Unit 1, Week 4, pp. T252–T253 / SI: Unit 1, Week 4, p. 164 TE: Unit 1, Week 4, p. T424 TE: Unit 1, Week 4, p. T426 TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260 TE: Unit 2, Week 1, p. T334 TE: Unit 3, Week 1, pp. T58–T59 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 1, p. T336 TE: Unit 5, Week 1, pp. T62–T63 / SI: Unit 5, Week 1, p. AP177 TE: Unit 5, Week 5, pp. T310–T311 / SI: Unit 5, Week 5, p. AP181</p>
<p>AL.3.8.a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.</p>	<p>TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260 TE: Unit 2, Week 2, pp. T112–T113 / SI: Unit 2, Week 2, p. 296 TE: Unit 2, Week 4, pp. T234–T235 / SI: Unit 2, Week 4, p. 366 TE: Unit 3, Week 4, pp. T240–T241 / SI: Unit 3, Week 4, p. 154 TE: Unit 5, Week 4, pp. T240–T241 / SI: Unit 5, Week 4, p. 568 TE: Unit 5, Week 5, pp. T302–T303 / SI: Unit 5, Week 5, p. 604</p>

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<p>AL.3.8.b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p>	<p>TE: Unit 1, Week 1, pp. T58–T59 / SI: Unit 1, Week 1, p. 48 TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260</p>
<p>AL.3.c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. <i>Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh</i></p>	<p>TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 200 TE: Unit 1, Week 5, p. T448 TE: Unit 4, Week 1, pp. T60–T61 / SI: Unit 4, Week 1, p. AP133 TE: Unit 4, Week 1, p. T342 TE: Unit 5, Week 2, pp. T112–T113 / SI: Unit 5, Week 2, p. 492 TE: Unit 5, Week 2, p. T364 SI: pp. AP240–242</p>
<p>AL.3.8.d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. <i>Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow</i></p>	<p>SI: p. AP243</p>
<p>AL.3.8.e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. <i>Examples: the noun con'vict vs. the verb con/vict'; the noun pro'duce vs. the verb pro/duce'</i></p>	<p>TE: Unit 5, Week 4, pp. T240–T241 / SI: Unit 5, Week 4, p. 568</p>
<p>AL.3.8.f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. <i>Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict</i></p>	<p>TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, p. 259 TE: Unit 3, Week 1, pp. T58–T59 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 1, p. T336 TE: Unit 3, Week 3, pp. T180–T181 / SI: Unit 3, Week 3, p. 120 TE: Unit 3, Week 3, p. T384</p>
<p>AL.3.8.g. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p>TE: Unit 2, Week 5, pp. T296–T297 / SI: Unit 2, Week 5, p. 402 TE: Unit 2, Week 5, pp. T304–T305 / SI: Unit 2, Week 5, p. AP49 TE: Unit 2, Week 5, p. T430 SI: p. AP244</p>

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AL.3.8.h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. <i>Examples: hear/here; night/knight; tacks/tax</i>	TE: Unit 4, Week 5, pp. T304–T305 / SI: Unit 4, Week 5, p. 396 TE: Unit 4, Week 5, pp. T312–T313 / SI: Unit 4, Week 5, p. AP137
AL.3.8.i. Decode and encode words with hard and soft c and g.	SI: p. AP245
AL.3.8.j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.	SI: p. AP246
Fluency	
AL.3.9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260 TE: Unit 2, Week 3, pp. T146–T147 / SI: Unit 2, Week 3, p. 308 TE: Unit 3, Week 4, pp. T214–T215 / SI: Unit 3, Week 4, p. 132
AL.3.10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	TE: Unit 1, Week 5, pp. T286–T287 / SI: Unit 1, Week 5, p. 176 TE: Unit 3, Week 4, pp. T214–T215 / SI: Unit 3, Week 4, p. 132 TE: Unit 3, Week 4, p. T236 / SI: Unit 3, Week 4, p. 146 TE: Unit 4, Week 3, pp. T146–T147 / SI: Unit 4, Week 3, p. 294
AL.3.11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	TE: Unit 3, Week 5, pp. T274–T275 / SI: Unit 3, Week 5, p. 166
AL.3.12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.	SI: p. AP247
Vocabulary	
AL.3.13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.	TE: Unit 2, Week 3, pp. T170–T171 / SI: Unit 2, Week 3, p. 324 TE: Unit 3, Week 1, pp. T24–T25 / SI: Unit 3, Week 1, p. 49 TE: Unit 4, Week 1, pp. T24–T25 / SI: Unit 4, Week 1, p. 247 TE: Unit 5, pp. T12–T13 / SI: Unit 5, p. 429

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AL.3.13.a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 47
AL.3.14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.	TE: Unit 1, Week 2, pp. T94–T95 / SI: Unit 1, Week 2, p. 83 TE: Unit 2, Week 2, pp. T86–T87 / SI: Unit 2, Week 2, p. 295 TE: Unit 2, Week 2, pp. T118–T119 / SI: Unit 2, Week 2, p. 297 TE: Unit 3, Week 2, pp. T116–T117 / SI: Unit 3, Week 2, p. 78 TE: Unit 4, Week 3, pp. T148–T149 / SI: Unit 4, Week 3, p. 319
a. Determine meaning of words using synonyms in context.	TE: Unit 1, Week 2, pp. T112–T113 / SI: Unit 1, Week 2, p. 73 TE: Unit 2, Week 2, p. T86 TE: Unit 2, Week 2, p. T99 / SI: Unit 2, Week 2, p. 279
AL.3.14.b. Determine meaning of words using antonyms as a clue.	TE: Unit 2, Week 2, p. T86 TE: Unit 3, Week 2, p. T106 TE: Unit 3, Week 2, p. T109
AL.3.14.c. Describe the similarities and differences between related words.	TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 47 TE: Unit 1, Week 1, p. T44 / SI: Unit 1, Week 1, p. 31
AL.3.14.d. Use knowledge of homophones to determine appropriate use of words.	TE: Unit 4, Week 5, pp. T304–T305 / SI: Unit 4, Week 5, p. 396 TE: Unit 4, Week 5, pp. T312–T313 / SI: Unit 4, Week 5, p. AP137
AL.3.14.e. Interpret figurative language.	TE: Unit 1, Week 1, p. T51 / SI: Unit 1, Week 1, p. 37 TE: Unit 1, Week 1, pp. T64–T65 / SI: Unit 1, Week 1, p. 49

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<p>AL.3.14.f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use. <i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	<p>TE: Unit 2, Week 2, pp. T118–T119 / SI: Unit 2, Week 2, p. 297 TE: Unit 2, Week 2, pp. T126–T127 / SI: Unit 2, Week 2, p. 298</p>
<p>AL.3.15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p>	<p>TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, p. 259 TE: Unit 4, Week 1, pp. T24–T25 / SI: Unit 4, Week 1, p. 247</p>
<p>AL.3.15.a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. <i>Examples: affixes -less, -ful, pro-, trans - ; roots a qua, cent, port, form, ject, spect, dict, tend, fer</i></p>	<p>TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 47 TE: Unit 1, Week 2, pp. T120–T121 / SI: Unit 1, Week 2, p. 84 TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, p. 259 SI: p. AP248</p>
<p>AL.3.15.b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p>	<p>TE: Unit 2, Week 1, p. T347 / SI: Unit 2, Week 1, p. 264 TE: Unit 3, Week 3, p. T397 / SI: Unit 3, Week 3, p. 124 TE: Unit 4, Week 4, p. T427 / SI: Unit 4, Week 4, p. 364</p>
<p>AL.3.15.c. Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning. <i>Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment</i></p>	<p>SI: p. AP248</p>
<p>AL.3.15.d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p>	<p>TE: Unit 3, Week 1, p. T80 TE: Unit 3, Week 1, p. T340 / SI: Unit 3, Week 1, p. 53 TE: Unit 4, Week 3, pp. T150–T151 SI: p. AP248</p>
<p>AL.3.15.e. Sort words with shared and varied suffixes by parts of speech.</p>	<p>SI: p. AP249</p>

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Reading	
AL.3.16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	TE: Unit 2, Week 1, pp. T32–T33 / SI: Unit 2, Week 1, p. 238 TE: Unit 2, Week 1, p. T35 TE: Unit 2, Week 5, p. T284 / SI: Unit 2, Week 5, p. 386
Writing	
AL.3.17. Use grade-level academic and domain-specific vocabulary in writing.	TE: Unit 1, Week 6, pp. T472–T473 / SI: Unit 1, Week 6, pp. 212–213 TE: Unit 2, Week 2, pp. T132–T133 / SI: Unit 2, Week 2, p. 294
Comprehension	
AL.3.18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	TE: Unit 1, pp. T488–T501 TE: Unit 2, pp. T470–T483
AL.3.19. Determine the explicit or implied main idea and supporting details of a text.	TE: Unit 2, Week 1, pp. T54–T55 / SI: Unit 2, Week 1, p. 256 TE: Unit 4, Week 2, pp. T116–T117 / SI: Unit 4, Week 2, p. 278
AL.3.19.a. Explain how supporting details contribute to the main idea, using textual evidence.	TE: Unit 2, Week 1, pp. T54–T55 / SI: Unit 2, Week 1, p. 256 TE: Unit 4, Week 2, pp. T116–T117 / SI: Unit 4, Week 2, p. 278
AL.3.19.b. Recount or summarize the key ideas from the text.	TE: Unit 1, Week 1, pp. T20–T21 TE: Unit 3, Week 4, pp. T252–T253 / SI: Unit 3, Week 4, p. 151
AL.3.20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.	TE: Unit 1, Week 1, pp. T32–T33 / SI: Unit 1, Week 1, p. 18 TE: Unit 3, Week 1, pp. T32–T33 / SI: Unit 3, Week 1, p. 20 TE: Unit 4, Week 2, pp. T86–T387 / SI: Unit 4, Week 2, p. 260 TE: Unit 5, Week 2, pp. T98–T99 / SI: Unit 5, Week 2, p. 474

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Reading	
AL.3.21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.	TE: Unit 2, Week 2, p. T102 / SI: Unit 2, Week 2, p. 282 TE: Unit 2, Week 2, pp. T116–T117 / SI: Unit 2, Week 2, pp. 277, 292
AL.3.22. Describe literary elements within a story, including setting, plot, characters, and themes.	TE: Unit 3, Week 1, pp. T62–T63 / SI: Unit 3, Week 1, p. 46 TE: Unit 3, Week 2, pp. T122–T123 / SI: Unit 3, Week 2, p. 80 TE: Unit 3, Week 3, pp. T184–T185 / SI: Unit 3, Week 3, p. 116
AL.3.22.a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.	TE: Unit 1, Week 1, pp. T56–T57 / SI: Unit 1, Week 1, p. 42 TE: Unit 1, Week 3, pp. T186–T187 / SI: Unit 1, Week 3, p. 116 TE: Unit 3, Week 2, pp. T122–T123 / SI: Unit 3, Week 2, p. 80
AL.3.22.b. Explain how the characters' actions and dialogue contribute to the meaning of the story.	TE: Unit 1, Week 2, pp. T124–T125 / SI: Unit 1, Week 2, p. 80 TE: Unit 1, Week 3, pp. T186–T187 / SI: Unit 1, Week 3, p. 116 TE: Unit 1, Week 3, pp. T406–T407 / SI: Unit 1, Week 3, p. 127
AL.3.22.c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.	TE: Unit 1, Week 2, pp. T124–T125 / SI: Unit 1, Week 2, p. 80 TE: Unit 1, Week 5, pp. T286–T287 / SI: Unit 1, Week 5, pp. 176–177 TE: Unit 5, Week 5, pp. T274–T275 / SI: Unit 5, Week 5, pp. 580–581
AL.3.22.d. Compare and contrast the themes, settings, and plots from two texts.	TE: Unit 1, Week 2, pp. T140–T141 / SI: Unit 1, Week 2, p. 82 TE: Unit 1, Week 3, pp. T202–T203 / SI: Unit 1, Week 3, p. 118 TE: Unit 3, Week 2, pp. T138–T139 / SI: Unit 3, Week 2, p. 82 TE: Unit 3, Week 3, pp. T192–T193 / SI: Unit 3, Week 3, p. 117
AL.3.23. Identify and use text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i>	TE: Unit 1, Week 4, pp. T216–T217 / SI: Unit 1, Week 4, pp. 132–133 TE: Unit 5, Week 1, pp. T58–T59 / SI: Unit 5, Week 1, p. 456

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AL.3.23.a. Explain how text features support details in the text.	TE: Unit 1, Week 4, pp. T256–T257 / SI: Unit 1, Week 4, p. 160 TE: Unit 1, Week 4, pp. T264 / SI: Unit 1, Week 4, p. 161 TE: Unit 5, Week 1, pp. T58–T59 / SI: Unit 5, Week 1, p. 456 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, p. 461
AL.3.23.b. Explain how illustrations contribute to meaning in a story.	TE: Unit 1, Week 3, p. T179 / SI: Unit 1, Week 3, p. 113 TE: Unit 1, Week 4, pp. T229, T233–T235, T237 / SI: pp. 137, 141–143, 145
AL.3.23.c. Interpret text features used in written and digital formats.	TE: Unit 4, Week 6, pp. T466–T467 / SI: Unit 4, Week 6, pp. 412–413 TE: Unit 5, Week 1, pp. T40–T41 / SI: Unit 5, Week 1, pp. 442–443 TE: Unit 5, Week 1, p. T43 / SI: Unit 5, Week 1, pp. 444–445
AL.3.24. Identify the text structures within literary and informational texts.	TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, pp. 272–273 TE: Unit 3, Week 1, pp. T62–T63 / SI: Unit 3, Week 1, p. 46
AL.3.24.a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.	TE: Unit 1, Week 1, pp. T20–T21 TE: Unit 1, Week 2, pp. T92–T93 / SI: Unit 1, Week 2, pp. 60–61 TE: Unit 1, Week 3, pp. T154–T155 / SI: Unit 1, Week 3, pp. 96–97 TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, pp. 272–273 TE: Unit 3, Week 4, pp. T212–T213 TE: Unit 3, Week 4, pp. T244–T245 TE: Unit 4, Week 1, pp. T56–T57 / SI: Unit 4, Week 1, p. 244 TE: Unit 5, Week 2, pp. T116–T117 / SI: Unit 5, Week 2, p. 488
AL.3.25. Identify statements in informational texts as facts or opinions.	TE: Unit 2, Week 4, pp. T238–T239 / SI: Unit 2, Week 4, p. 362 TE: Unit 4, Week 2, p. T372 / SI: Unit 4, Week 2, p. 289 TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, p. 618

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AL.3.25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.	TE: Unit 2, Week 4, pp. T238–T239 / SI: Unit 2, Week 4, p. 362 TE: Unit 4, Week 2, p. T372 / SI: Unit 4, Week 2, p. 289
AL.3.25.b. Use information gathered from research to evaluate opinions.	TE: Unit 2, Week 4, pp. T238–T239 / SI: Unit 2, Week 4, p. 362 TE: Unit 2, Week 4, p. T246 TE: Unit 3, Week 6, pp. T462–T463 / SI: Unit 3, Week 6, pp. 204–205
AL.3.26. Use text comparisons (text to text, text to self, and text to world) to make meaning.	TE: Unit 1, Week 4, pp. T272–T273 / SI: Unit 1, Week 4, p. 162 TE: Unit 2, Week 4, pp. T246–T247 / SI: Unit 2, Week 4, p. 363 TE: Unit 2, Week 5, pp. T308–T309 / SI: Unit 2, Week 5, p. 399 TE: Unit 3, Week 2, pp. T130–T131 / SI: Unit 3, Week 2, p. 81 TE: Unit 3, Week 2, pp. T138–T139 / SI: Unit 3, Week 2, p. 82 TE: Unit 4, Week 6, pp. T460–T461 / SI: Unit 4, Week 6, pp. 406–407
AL.3.26.a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.	TE: Unit 1, Week 2, pp. T140–T141 / SI: Unit 1, Week 2, p. 82 TE: Unit 1, Week 3, pp. T202–T203 / SI: Unit 1, Week 3, p. 118
AL.3.26.b. Compare different versions of the same story.	SI: pp. AP250–251
AL.3.27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. <i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i>	TE: Unit 1, Week 1, p. T35 / SI: Unit 1, Week 1, p. 21 TE: Unit 1, Week 1, p. T37 / SI: Unit 1, Week 1, p. 23 TE: Unit 1, Week 1, pp. T64–T65 / SI: Unit 1, Week 1, p. 49 TE: Unit 3, Week 5, pp. T274 / SI: Unit 3, Week 5, pp. 166–167 TE: Unit 4: Week 5, pp. T276–T277 / SI: Unit 4, Week 5, pp. 372–373

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AL.3.28. Identify the narration of a literary text as first person or third person.	TE: Unit 1, Week 3, p. T155 / SI: Unit 1, Week 3, p. 96 (first person, third person) TE: Unit 4, Week 4, p. T232 (first person) / SI: Unit 4, Week 4, p. 346 TE: Unit 5, Week 4, pp. T206–T207 / SI: Unit 5, Week 4, pp. 538–539 TE: Unit 5, Week 4, p. T219 / SI: Unit 5, Week 4, p. 543
Listening	
AL.3.29. Determine the main idea of a text read aloud or information presented in an audible format.	TE: Unit 2, Week 1, pp. T20–T21
Writing	
AL.3.30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.	TE: Unit 1, Week 4, pp. T422–T423 / SI: Unit 1, Week 4, p. 169 SI: p. AP252
Writing	
AL.3.31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.	TE: Unit 1, Week 5, pp. T446–T447 / SI: Unit 1, Week 5, p. 205 TE: Unit 1, Week 5, pp. T454–T455 / SI: Unit 1, Week 5, p. 207 TE: Unit 2, Week 5, pp. T428–T429 / SI: Unit 2, Week 5, p. 407
AL.3.32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.	TE: Unit 1, Week 2, p. T388 TE: Unit 1, Week 3, p. T406 TE: Unit 1, Week 4, p. T424 TE: Unit 1, Week 4, p. T426 TE: Unit 2, Week 1, p. T334 TE: Unit 3, Week 1, p. T336
AL.3.32.a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i>	TE: Unit 1, Week 1, pp. T58–T59 / SI: Unit 1, Week 1, p. 48 TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260

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<p>AL.3.32.b. Encode multisyllabic words, using common syllable patterns open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.</p>	<p>TE: Unit 2, Week 1, pp. T50–T51 / SI: Unit 2, Week 1, p. 260 TE: Unit 2, Week 2, pp. T112–T113 / SI: Unit 2, Week 2, p. 296 TE: Unit 2, Week 4, pp. T234–T235 / SI: Unit 2, Week 4, p. 366 TE: Unit 3, Week 4, pp. T240–T241 / SI: Unit 3, Week 4, p. 154 TE: Unit 5, Week 4, pp. T240–T241 / SI: Unit 5, Week 4, p. 568 TE: Unit 5, Week 5, pp. T310–T311 / SI: Unit 5, Week 5, p. AP181</p>
<p>AL.3.32.c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.</p>	<p>TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 200 TE: Unit 1, Week 5, pp. T322–T323 / SI: Unit 1, Week 5, p. AP6 TE: Unit 2, Week 5, pp. T296–T297 / SI: Unit 2, Week 5, p. 402 TE: Unit 4, Week 1, pp. T60–T61 / SI: Unit 4, Week 1, p. AP133 TE: Unit 5, Week 2, pp. T112–T113 / SI: Unit 5, Week 2, p. 492 SI: pp. AP240–242 SI: p. AP245 SI: p. AP253</p>
<p>AL.3.32.d. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, postsuffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer</i></p>	<p>TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, p. 259 TE: Unit 3, Week 1, pp. T58–T59 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 3, pp. T188–T189 / SI: Unit 3, Week 3, p. AP91</p>
<p>AL.3.32.e. Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p>TE: Unit 4, Week 5, pp. T312–T313 / SI: Unit 4, Week 5, p. AP137</p>

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Writing	
AL.3.33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.	TE: Unit 1, Week 1, pp. T358–T359 / SI: Unit 1, Week 1, p. 55 TE: Unit 1, Week 3, pp. T414–T415 / SI: Unit 1, Week 3, p. 129 TE: Unit 3, Week 1, pp. T342–T343 / SI: Unit 3, Week 1, p. 57 TE: Unit 3, Week 2, pp. T358–T359 / SI: Unit 3, Week 2, p. 89 TE: Unit 3, Week 3, pp. T386–T387 / SI: Unit 3, Week 3, p. 126
AL.3.34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.	TE: Unit 2, Week 2, pp. T364–T365 / SI: Unit 2, Week 2, p. 303 TE: Unit 2, Week 3, pp. T380–T381 / SI: Unit 2, Week 3, p. 335 TE: Unit 2, Week 3, p. T396 / SI: Unit 2, Week 3, p. 339 TE: Unit 2, Week 6, pp. T458–T459 / SI: Unit 2, Week 6, pp. 418–419 SI: p. AP254
AL.3.35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.	TE: Unit 1, Week 6, pp. T470–T486 / SI: Unit 1, Week 6, pp. 210–226 TE: Unit 4, Week 3, pp. T388–T389 / SI: Unit 4, Week 3, p. 325 TE: Unit 4, Week 3, pp. T396–T397 / SI: Unit 4, Week 3, p. 327 TE: Unit 4, Week 3, pp. T400–T401 / SI: Unit 4, Week 3, p. 328
AL.3.36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.	TE: Unit 1, Week 1, p. T356 / SI: Unit 1, Week 1, p. 51 TE: Unit 1, Week 1, p. T361 TE: Unit 1, Week 1, p. T363 / SI: Unit 1, Week 1, p. 52 TE: Unit 1, Week 3, pp. T406–T407 / SI: Unit 1, Week 3, p. 127 TE: Unit 1, Week 5, p. T465 / SI: Unit 1, Week 5, p. AP15
AL.3.36.a. Use articles a, an, and the correctly.	SI: p. AP256

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AL.3.36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.	TE: Unit 1, Week 4, pp. T422–T423 / SI: Unit 1, Week 4, p. 169 TE: Unit 1, Week 4, pp. T430–T431 / SI: Unit 1, Week 4, p. 171 TE: Unit 1, Week 4, pp. T434–T435 / SI: Unit 1, Week 4, p. 172 TE: Unit 2, Week 4, pp. T404–T405 / SI: Unit 2, Week 4, p. 371 TE: Unit 2, Week 4, pp. T412–T413 / SI: Unit 2, Week 4, p. 373 TE: Unit 3, Week 4, pp. T418–T419 / SI: Unit 3, Week 4, p. 162 TE: Unit 5, Week 1, p. T349 TE: Unit 5, Week 1, p. T353 / SI: Unit 5, Week 1, p. 464
AL.3.36.c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.	TE: Unit 1, Week 4, p. T438 / SI: Unit 1, Week 4, p. 173 TE: Unit 2, Week 1, p. T347 / SI: Unit 2, Week 1, p. 264 TE: Unit 2, Week 2, p. T371 / SI: Unit 2, Week 2, p. 300 TE: Unit 2, Week 4, p. T415 TE: Unit 2, Week 4, p. T419 / SI: Unit 2, Week 4, p. 370 TE: Unit 3, Week 2, p. T366 TE: Unit 3, Week 4, pp. T418–T419 / SI: Unit 3, Week 4, p. 162 TE: Unit 3, Week 4, p. T421 / SI: Unit 3, Week 4, p. 158
AL.3.36.d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.	TE: Unit 3, Week 2, p. T96 TE: Unit 3, Week 2, p. T118–T119 / SI: Unit 3, Week 2, p. 84 TE: Unit 3, Week 2, p. T126–T127 / SI: Unit 3, Week 2, p. AP90 TE: Unit 3, Week 2, p. T360 SI: p. AP257

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AL.3.37. Compose simple, compound, and complex sentences with correct subject-verb agreement.	TE: Unit 1, Week 1, p. T365 / SI: Unit 1, Week 1, p. 52 TE: Unit 1, Week 1, p. T369 / SI: Unit 1, Week 1, p. AP11 TE: Unit 1, Week 3, p. T409 TE: Unit 1, Week 3, p. T413 / SI: Unit 1, Week 3, p. 124 TE: Unit 3, Week 2, p. T377 / SI: Unit 3, Week 2, p. AP100 TE: Unit 5, Week 3, p. T401 / SI: Unit 5, Week 3, p. 530 TE: Unit 5, Week 3, p. T405 / SI: Unit 5, Week 3, p. AP189 SI: p. AP258
AL.3.37.a. Identify and correct sentence fragments and run-on sentences.	SI: p. AP255
AL.3.37.b. Identify the subject and predicate of a sentence.	TE: Unit 1, Week 1, p. T361 TE: Unit 1, Week 1, p. T365 / SI: Unit 1, Week 1, p. 52 TE: Unit 1, Week 2, p. T385 TE: Unit 1, Week 2, p. T389 / SI: Unit 1, Week 2, p. 88
AL.3.38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	SI: p. AP259
AL.3.39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.	TE: Unit 2, Week 6, pp. T458–T459 / SI: Unit 2, Week 6, pp. 418–419 TE: Unit 3, Week 6, pp. T460–T461 / SI: Unit 3, Week 6, pp. 202–203
AL.3.39.a. Avoid plagiarism by using their own words and utilizing digital sources ethically.	TE: Unit 3, Week 6, p. T464–T465 / SI: Unit 3, Week 6, p. 206–207 TE: Unit 5, Week 6, p. T464–T465 / SI: Unit 5, Week 6, p. 620–621
AL.3.40. Use grade-level and domain-appropriate vocabulary in writing.	TE: Unit 1, Week 6, p. T473 / SI: Unit 1, Week 6, p. 213 TE: Unit 5, Week 6, p. T461 / SI: Unit 5, Week 6, p. 617
AL.3.40.a. Use specific vocabulary to develop a story.	TE: Unit 3, Week 5, p. T312–T313 / SI: Unit 3, Week 5, p. 188

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AL.3.40.b. Use specific vocabulary to explain or inform on a topic.	TE: Unit 2, Week 1, p. T332–T333 / SI: Unit 2, Week 1, p. 265
AL.3.41. Use words and phrases in writing for effect and elaboration.	TE: Unit 4, Week 4, pp. T416–T417 / SI: Unit 4, Week 4, p. 366 TE: Unit 5, Week 2, pp. T366–T367 / SI: Unit 5, Week 2, p. 498 SI: p. AP254
AL.3.41.a. Use transition words and phrases for sentence variety.	SI: Unit 2, Week 3, p. AP64 TE: Unit 3, Week 3, pp. T386–T387 / SI: Unit 3, Week 3, p. 126
AL.3.42. Write poetry or prose in response to visual images to interpret their meanings.	SI: p. AP260

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