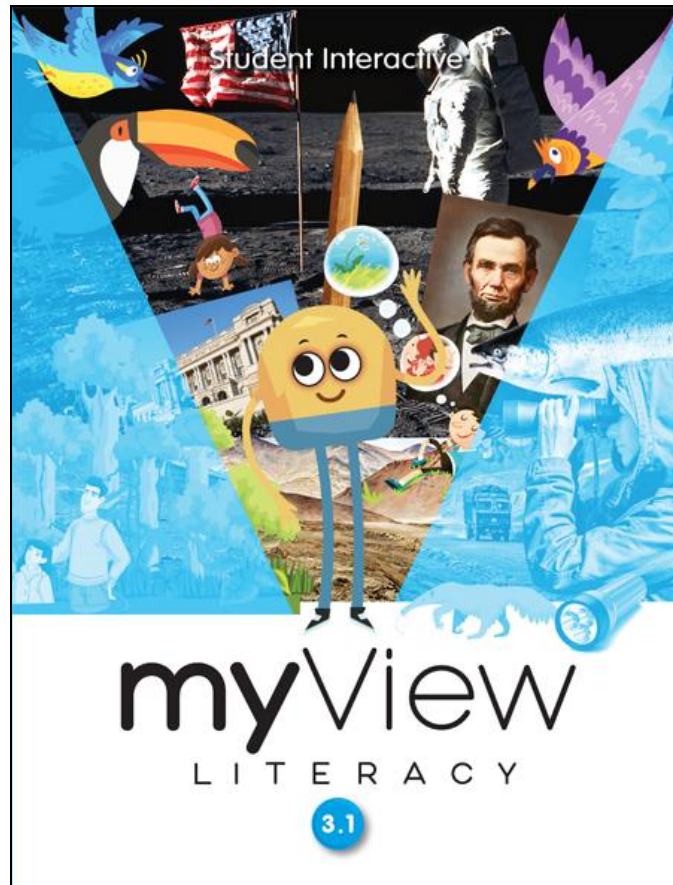


A Correlation of



Grade 3, ©2020

To the

**College, Career, & Civic Life (C3) Framework
for Social Studies State Standards
Grades 3-5**

**A Correlation of myView Literacy, Grade 3, ©2020
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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 5*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>SD1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).</p>	<p>Each unit in <i>myView Literacy</i> targets an overarching theme with an Essential Question and Weekly Questions that guide the learning.</p> <p>Unit 1: Environments: Essential Question, T12 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T96-T97 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T164-T165 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T232-T233 Interact with Sources: Explore with Media, Essential Question, Weekly Question, T308-T309</p> <p>Unit 2: Interactions: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T222-T223 Interact with Sources: Explore the Media, Essential Question, Weekly Question, T88-T89 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T156-T157, T290-T291</p> <p>Unit 3: Heroes: Essential Question, T12 Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T96-T97</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
<p>(Continued)</p>	<p>(Continued)</p> <p>Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T162 T163, T296-T297</p> <p>Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T230-T231</p> <p>Unit 4:</p> <p>Events: Essential Question, T12</p> <p>Interact with Sources: Explore the Primary Source, Essential Question, Weekly Question, T20-T21, T90-T91</p> <p>Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T156-T157</p> <p>Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T226-T227</p> <p>Interact with Sources: Explore the Poems, Essential Question, Weekly Question, T298-T299</p> <p>Unit 5:</p> <p>Solutions: Essential Question, T12</p> <p>Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T20-T21</p> <p>Interact with Sources: Explore the Map, Essential Question, Weekly Question, T92-T93</p> <p>Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T156-T157</p> <p>Interact with Sources: Primary Sources, Essential Question, Weekly Question, T222-T223</p> <p>Interact with Sources: Poem, Essential Question, Weekly Question, T296-T297</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T373, , Social Studies, T373 Compare Across Texts: Environments, T374-T375</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357, Social Studies, T357 Compare Across Texts: Heroes, T358-T359</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363, Social Studies, T363 Compare Across Texts: Making a Difference, T364-T365</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Emergency!, T156-T157 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361, Social Studies, T361</p>

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Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T373, Social Studies, T373 Compare Across Texts: Environments, T374-T375</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357, Social Studies, T357 Compare Across Texts: Heroes, T358-T359</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363, Social Studies, T363 Compare Across Texts: Making a Difference, T364-T365</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Emergency!, T156-T157 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361, Social Studies, T361</p>
D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	<p>Unit 1: Interact with Sources: Explore the Map, Weekly Question, T20-T21 Introduce the Text, T30-T53, T106-T121, T174-T189, T242-T265, T318-T333 Interact with Sources: Explore the Poem, Weekly Question, T96-T97 Interact with Sources: Explore the Diagram, Weekly Question, T164-T165 Interact with Sources: Explore the Infographic, Weekly Question, T232-T233 Interact with Sources: Explore with Media, Weekly Question, T308-T309</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
(Continued)	<p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T222-T223 Introduce the Text, T30-T45, T98-T113, T166-T179, T232-T247, T300-T315 Interact with Sources: Explore the Media, Weekly Question, T88-T89 Interact with Sources: Explore the Diagram, Weekly Question, T156-T157, T290-T291</p> <p>Unit 3: Interact with Sources: Explore the Primary Source, Weekly Question, T20-T21 Introduce the Text, T30-T53, T106-T119, T172-T187, T240-T253, T306-T317 Interact with Sources: Explore the Poems, Weekly Question, T96-T97, T162-T163 Interact with Sources: Explore the Infographic, Weekly Question, T230-T231, T296-T297</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Weekly Question, T20-T21, T90-T91 Introduce the Text, T30-T47, T100-T113, T166-T183, T236-T255, T308-T323 Interact with Sources: Explore the Infographic, Weekly Question, T156-T157 Interact with Sources: Explore the Time Line, Weekly Question, T226-T227 Interact with Sources: Explore the Poems, Weekly Question, T298-T299</p> <p>Unit 5: Interact with Sources: Explore the Time Line, Weekly Question, T20-T21 Introduce the Text, T30-T49, T102-T113, T166-T179, T232-T253, T306-T321 Interact with Sources: Explore the Map, Weekly Question, T92-T93 Interact with Sources: Explore the Infographic, Weekly Question, T156-T157 Interact with Sources: Primary Sources, Weekly Question, T222-T223 Interact with Sources: Poem, Weekly Question, T296-T297</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions</p>	<p>Unit 1: Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380</p> <p>Unit 2: Plan Your How-to Article, T82 Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p>Unit 3: Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371</p> <p>Unit 4: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371 Refine Research: Identifying Sources, T374-T375</p> <p>Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364 Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>	<p>For supporting content please see: Unit 3: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Close Read: Analyze Characters (Deputy), T116 Cross-Curricular Perspectives: Social Studies, Poll Tax, T116 Unit 5: Interact with sources: Explore the Infographic, Emergency!, NOAA (National Oceanic and Atmospheric Administration, USFA (U.S. Fire Administration), FEMA (Federal Emergency Management Agency), T156-T157</p>
<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p>	<p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Interact with Sources: Explore the Infographic, American Heroes, T162-T163 Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 Cross-Curricular Perspectives: Social Studies, Educating Enslaved People, T104 Unit 5: Matching Texts to Learning: <i>How to Be a Hero</i>, T162</p>

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<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>	<p>Unit 3: Minilesson: Write for a Reader: Use Illustrations, T76 Curricular Perspectives: Social Studies, <i>Granddaddy's Turn</i> (U. S. Constitution), T114 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Unit 4: <i>Frederick Douglass</i>, U.S. Constitution, T111</p>
<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p>Unit 3: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Unit 4: <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>
<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p>	<p>Unit 3: Minilesson: Write for a Reader: Use Illustrations, T76 Curricular Perspectives: Social Studies, <i>Granddaddy's Turn</i> (U. S. Constitution), T114 Unit 4: <i>Frederick Douglass</i>, U.S. Constitution, T111</p>
<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	<p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham (Chicago's lakefront park), T20-T21 Interact with Sources: Explore the Infographic, Think Big, Bid Idea: Community Gardens and Big Idea: Supermarkets in Food Deserts, T156-T157 Matching Texts to Learning: <i>Coming Together</i>, T163 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255 Cross-Curricular Perspectives: Social Studies, Kansas's Division of Emergency Management and Federal Emergency Management System</p>

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(Continued)	(Continued) (FEMA), T243, Daniel Wallach (nonprofit organization/sustainable building), T249 Interact with Sources: Explore the Poems, Thank You for Understanding, "Together," "Wanted: A Friend," "Silent Bond," T298-T299 Weekly Question: How do people support each other in difficult times?, T298-T299 Listening Comprehension: Drama, "The Comforts of Home," T300-T301 Project-Based Inquiry: Weekly Planner, T362-T381 Unit 5: Interact with sources: Explore the Infographic, Emergency!, NOAA (National Oceanic and Atmospheric Administration, USFA (U.S. Fire Administration), FEMA (Federal Emergency Management Agency), T156-T157 Matching Texts to Learning: <i>How to Be a Hero</i> , T162 Cross-Curricular Perspectives: Social Studies, American Red Cross (assistance), T179
Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.	Unit 1: Book Club, T392-T405 Unit 2: Book Club, T374-T387 Unit 3: Book Club, T376-T389 Unit 4: Student Interactive: Weekly Question, Illustrate, ...show how you might help change your community for the better, T157 Book Club, T382-T395 Unit 5: Listening Comprehension: Procedural Text, "Conducting a School Fire Drill," T158-T159 Book Club, T380-T393

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<p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 <i>Nature's Patchwork Quilt</i>, T314-T315</p> <p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102, <i>Eleanor Roosevelt</i>, T237 <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Listening Comprehension: Biography, Brave-Courageous (Malala Yousafzai), T232-T233</p> <p>Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26, <i>Creating Healthy Communities</i>, T27, <i>Coming Together</i>, T27 <i>The House That Jane Built</i>, T30-T47 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113</p> <p>Unit 5: Listening Comprehension: Procedural Text, "Conducting a School Fire Drill," T158-T159</p>
<p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p>	<p>Unit 1: Book Club, T392-T405</p> <p>Unit 2: Book Club, T374-T387</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Book Club, T376-T389</p> <p>Unit 4: Book Club, T382-T395</p> <p>Unit 5: Book Club, T380-T393</p>

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<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 Minilesson: Write for a Reader, Use Author’s Message (recycle), T202-T203 (Continued) Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102, <i>Eleanor Roosevelt</i>, T237 <i>Granddaddy’s Turn: A Journey to the Ballot Box</i>, T106-T119 Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 <i>The House That Jane Built</i>, T30-T47 from <i>Frederick Douglass</i>, T100-T113 Minilesson: Distinguish Viewpoint, T260-T261 Strategy Group: Distinguish Viewpoint, T262 Intervention Activity: Distinguish Viewpoint, T262</p>
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p>	<p>For supporting content please see: Unit 1: Book Club, T392-T405 Unit 2: Book Club, T374-T387 Unit 3: Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Book Club, T376-T389 Unit 4: <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255 Book Club, T382-T395 Unit 5: Listening Comprehension: Procedural Text, “Conducting a School Fire Drill,” T158-T159 <i>A Safety Plan: In Case of Emergency</i>, T166-T179 Book Club, T380-T393</p>

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<p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p>	<p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114, Poll Tax, T116 Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96</p>
<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p>	<p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Unit 4: Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255 Unit 5: Matching Texts to Learning: <i>Keeping Our Water Clean</i>, T27 Interact with sources: Explore the Infographic, Emergency!, NOAA (National Oceanic and Atmospheric Administration, USFA (U.S. Fire Administration), FEMA (Federal Emergency Management Agency), T156-T157 <i>A Safety Plan: In Case of Emergency</i>, T166-T179</p>

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<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 Minilesson: Write for a Reader, Use Author’s Message (recycle), T202-T203 <i>Nature’s Patchwork Quilt</i>, T314-T315</p> <p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy’s Turn: A Journey to the Ballot Box</i>, T106-T119 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114, Poll Tax, T116</p> <p>Unit 4: Video: “Changing Communities,” T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21, Sojourner Truth, T90-T91 Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27 <i>The House That Jane Built</i>, T30-T47 from <i>Frederick Douglass</i>, T100-T113 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p>Unit 5: Matching Texts to Learning: <i>Keeping Our Water Clean</i>, T27 Cross-Curricular Perspectives: Social Studies, American Red Cross (assistance), T179</p>

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ECONOMICS	
Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	For opportunities to meet this standard, please see: Unit 1: Matching Texts to Learning: <i>In Short Supply</i> , T103 Cross-Curricular Perspectives: Social Studies, Coral/Trade Routes, T115, Scarcity, T119
D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	For supporting content please see: Unit 3: Intervention Activity: Analyze Text Structure, A Lot to Learn, T260 Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54, Identify Biography, A Lot to Learn, T98 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183
Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	Unit 4: <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170, Milton S. Hershey, T183 Close Read: Explain Author’s Purpose, T171, T181 ELL Targeted Support: Summarizing, T176 Close Read: Ask and Answer Questions, T180

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<p style="text-align: center;">C3 Framework For Social Studies State Standards</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
<p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Coral/Trade Routes, T115</p> <p>Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Milton S. Hershey, T183</p> <p>Unit 5: The Blue-Green Water (tourism), T37 The Salt Trade, T39 Close Read: Analyze Text Features, T39</p>
<p>D2.Eco.5.3-5. Explain the role of money in making exchange easier.</p>	<p>Unit 3: Listening Comprehension: “Everyday Heroes,” T164-T165 Intervention Activity: Analyze Text Structure, A Lot to Learn, T260</p> <p>Unit 4: Intervention Activity: Identify Biography, A Lot to Learn, T98 from <i>Frederick Douglass: Finally Free</i>, T105 Close Read: Vocabulary in Context (money), T105</p>
<p>D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.</p>	<p>For supporting content please see:</p> <p>Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170, Milton S. Hershey, T183 Close Read: Explain Author’s Purpose, T171, T181, Ask and Answer Questions, T180 ELL Targeted Support: Summarizing, T176 Respond and Analyze: My View/Develop Vocabulary, T184-T185 Minilesson: Explain Author’s Purpose, T188-T189 Strategy Group: Compare Texts, T198</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
D2.Eco.7.3-5. Explain how profits influence sellers in markets.	For supporting content please see: Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170, Milton S. Hershey, T183 Close Read: Explain Author’s Purpose, T171, T181, Ask and Answer Questions, T180 ELL Targeted Support: Summarizing, T176 Respond and Analyze: My View/Develop (Continued) Vocabulary, T184-T185 Minilesson: Explain Author’s Purpose, T188-T189 Strategy Group: Compare Texts, T198
D2.Eco.8.3-5. Identify examples of external benefits and costs.	For supporting content please see: Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170
D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.3-5. Explain what interest rates are.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	For supporting content please see: Unit 3: Intervention Activity: Analyze Text Structure, A Lot to Learn, T260 Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54, Identify Biography, A Lot to Learn, T98 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183
The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.	Unit 1: Cross-Curricular Perspectives: Social Studies, Coral/Trade Routes, T115 Unit 5: Afar Gold, T39 Camel Caravans, T39 The Salt Trade, T39 Close Read: Analyze Text Features, T39
D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Coral/Trade Routes, T115 Unit 4: Cross-Curricular Perspectives: Social Studies, World's Columbian Exposition (Christopher Columbus), T179 Unit 5: Afar Gold, T39 Camel Caravans, T39 The Salt Trade, T39

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 ELL Targeted Support, T259 Minilesson: Analyze Text Features, T270-T271</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317</p> <p>Unit 5: Draw a Map, T173</p>
D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<p>Unit 1: Interact with Sources: Explore the Map, Going from Here to There, T20-T21 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 Interact with Sources: Explore the Infographic, (Continued) How Do People Survive in an Environment, T232-T233 Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 ELL Targeted Support, T259 Minilesson: Analyze Text Features, T270-T271 Interact with Sources: Explore with Media, The World Around Us, T308-T309 Compare Across Texts: Environments, T374-T375</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Amazing Interactions, T20-T21 Interact with Sources: Explore the Media, On the African Savanna, T88-T89 Interact with Sources: Explore the Diagram, The Food Chain, T156-T157, Plants and Animals Need Each Other, T290-T291</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Interact with Sources: Explore the Infographic, Think Big, T156-T157 Cross-Curricular Perspectives: Social Studies, Map, T317 Unit 5: Interact with Sources: Explore the Map, When Earth Changes, T92-T93 Draw a Map, T173 Interact with Sources: Primary Sources, The Dust Bowl, T222-T223 Interact with Sources: Poem, Lesson From the Forest, T296-T297
D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	Unit 1: Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 ELL Targeted Support, T259 Minilesson: Analyze Text Features, T270-T271 Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317 Unit 5: Draw a Map, T173

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Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p>	<p>Unit 1: Interact with Sources: Explore the Map, Going from Here to There, T20-T21 Matching Texts to Learning: <i>Living in Different Environments</i>, T26, T238, Inuit Life, T238, Welcome to Tonle SAPI, T238 Cross-Curricular Perspectives: Social Studies, Wildlife Preserves, T32, Khichuri, T53, Zapata Swamp, T176, Different Communities, T251, Sahara Desert, T254, Calabaza/Food Crop, T329 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 Interact with Sources: Explore the Infographic, How Do People Survive in an Environment?, T232-T233 Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 <i>Living in Deserts</i>, T242-T265 Interact with Sources: Explore with Media, The World Around Us, T308-T309</p> <p>Unit 2: Listening Comprehension: Informational Text, The Dreamtime of the Australian Aborigines, T90-T91 Minilesson: Informational Text (Aborigines), T92-T93 <i>Nature's Patchwork Quilt</i>, T312-T313</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, <i>Murigono Hedges</i>, T250, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Cross-Curricular Perspectives: Social Studies, Wildlife Reserves, T32, Kenya, T248 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) Unit 5: <i>Deep Down and Other Extreme Places to Live</i> , T30-T49 Interact with Sources: Primary Sources, The Dust Bowl, T222-T223
D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	Unit 1: Cross-Curricular Perspectives: Science, Human Encroachment, T37 Cross-Curricular Perspectives: Social Studies, Endangered Tigers, T41, Actions of People, T261 Matching Texts to Learning: <i>Pollution</i> , T102 <i>Living in Deserts</i> , T242-T265 Unit 2: <i>Nature's Patchwork Quilt</i> , T312-T313 Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> , T236-T255
D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Unit 1: Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 Unit 3: Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253 Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 Cross-Curricular Perspectives: Social Studies, (Continued) World's Columbian Exposition (Christopher Columbus), T179 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> , T236-T255

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Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 Cross-Curricular Perspectives: Social Studies, World’s Columbian Exposition (Christopher Columbus), T179, Transportation, T182, Communication, T239 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>
<p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>Unit 1: Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Daniel Boone</i>, T26 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, World’s Columbian Exposition (Christopher Columbus), T179</p>

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<p style="text-align: center;">C3 Framework For Social Studies State Standards</p>	<p style="text-align: center;">myView Literacy Grade 3, ©2020</p>
<p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>Unit 4: Video: “Changing Communities,” T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>The House That Jane Built</i>, T30-T47 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p>Unit 5: Interact with Sources: Explore the Map, When Earth Changes..., T92-T93 <i>Nora’s Ark</i>, T232-T253</p>
<p>Global Interconnections</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>	<p>Unit 1: Matching Texts to Learning: <i>Living in Different Environments</i>, T26 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 <i>Cocoliso</i>, T174-T189 Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 <i>Living in Deserts</i>, T242-T265 Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Interact with Sources: Explore with Media, The World Around Us, T308-T309</p> <p>Unit 2: Matching Texts to Learning: <i>Earth Environments</i>, T27 <i>Patterns in Nature</i>, T30-T45 Interact with Sources: Explore with Media, On the African Savanna, T88-T89 <i>Nature’s Patchwork Quilt</i>, T300-T315</p> <p>Unit 4: <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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(Continued)	(Continued) Unit 5: Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension: Informational Text, The Amazing Rainforest, T22-T23, Historical Fiction, Black Blizzards, T224-T225 <i>Deep Down and Other Extreme Places to Live</i> , T30-T49 Interact with Sources: Explore the Map, When Earth Changes..., T92-T93 Interact with Sources: Primary Sources, The Dust Bowl, T222-T223
D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	Unit 1: Matching Texts to Learning: <i>Seeds of Hope</i> , T103 Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Daniel Boone</i> , T26, <i>People Who Changed U.S. History</i> , T96 <i>The House That Jane Built</i> , T30-T47 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 Cross-Curricular Perspectives: Social Studies, World's Columbian Exposition (Christopher Columbus), T179
D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.	Unit 4: Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>The House That Jane Built</i> , T30-T47 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> , T236-T255

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HISTORY	
Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	<p>Unit 3: Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231</p> <p>Unit 4: Interact with Sources: Explore the Time Line, Changing the World, T226-T227 Minilesson: Analyze Text Structure, T276-T277 ELL Targeted Support, T276</p> <p>Unit 5: Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21</p>
D2.His.2.3-5. Compare life in specific historical time periods to life today.	<p>Unit 1: Close Read: Analyze Text Features, Transportation Today and Past, T157 Author’s Note, T121</p> <p>Unit 3: Project-Based Inquiry: Past and Present Research Articles, T5 Wrap-Up: Then and Now, 1952 and Today, T165</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Toynbee Hall/ Samuel Barnett (today), T37, 1893 America, T179, Today/Long Ago, T182 Inquire: Introduce the Project, Past and Present, T366-T367 Explore and Plan: Informational Writing, Critical Literacy, Analyze the Text, T368-T369 Refine Research: Identifying Sources, Critical Literacy, Analyze Sources, “History in the Making, T374-T375</p>

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<p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>	<p>Unit 1: Matching Texts to Learning: <i>Seeds of Hope</i>, T103 Cross-Curricular Perspectives: Social Studies, Daniel Wallach, T249</p> <p>Unit 3: Interact with Sources: Explore the Infographic, American Heroes, T162-T163 Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237 Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26, <i>People Who Changed U.S. History</i>, T96 <i>The House That Jane Built</i>, T30-T47 Cross-Curricular Perspectives: Social Studies, Toynbee Hall/ Samuel Barnett, T37, Milton S. Hershey, T183 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93, George Washington Carver, T158-T59 from <i>Frederick Douglass</i>, T100-T113 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183</p>

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Perspectives	
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	<p>For supporting content please see:</p> <p>Unit 1: Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237</p> <p>Unit 3: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119</p> <p>Unit 4: <i>The House That Jane Built</i>, T30-T47 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 from <i>Frederick Douglass</i>, T100-T113 Listening Comprehension: Biography, George Washington Carver, T158-T59 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 Cross-Curricular Perspectives: Social Studies, Quakers, T106 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183</p>
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	<p>Unit 1: Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237</p> <p>Unit 3: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T240-T253</p> <p>Unit 4: <i>The House That Jane Built</i>, T30-T47 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 from <i>Frederick Douglass</i>, T100-T113 Listening Comprehension: Biography, George Washington Carver, T158-T59 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91</p>

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<p>D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.</p>	<p>Unit 1: Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 3: Interact with Sources: Explore the Primary Source, Steps on the Moon, T20-T21</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113 Refine Research: Identifying Sources, Critical Literacy, Analyze Sources, Primary and Secondary Source, T374-T375</p> <p>Unit 5: Interact with Sources: Primary Sources, The Dust Bowl, T222—T223</p>
Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.</p>	<p>Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T240-T253 Close Read: Summarize Informational Text, T245, T246, T251, T252, Minilesson: Summarize Informational Text, T262-T263 Strategy Group: Summarize Informational Text, T264 Intervention Activity: Summarize Informational Text, T264 Conferring: Summarize Informational Text, T265 Leveled Readers: Summarize Informational Text, T265</p>

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<p>D2.His.10.3-5. Compare information provided by different historical sources about the past.</p>	<p>Unit 3: from <i>Little House on the Prairie</i> by Laura Ingalls Wilder, T172-T179 Close Read: Compare and Contrast Texts, T174, T177, T178, T183, T187, from <i>By the Shores of Silver Lake</i> by Laura Ingalls Wilder, T180-T188 Minilesson: Compare and Contrast Texts (Laura Ingalls Wilder), T196-T197 Compare Across Texts: Heroes, T358-T359 Unit 4: Strategy Group: Compare Texts: T128, T198 Conferring: Compare Texts, T129, T199 Leveled Readers: Compare Texts, T199 Compare Across Texts: Events, T364-T365</p>
<p>D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.</p>	<p>Unit 4: from <i>Frederick Douglass</i>, T100-T113 Close Read: Make Inferences, T102, T104, T107, T109, T111, Explain Author’s Purpose, T171, T172, T174, T176, T179, T181, T183 Respond and Analyze: My View, Student Interactive, Check for Understanding, T114-T115, T184-T185 Minilesson: Make Inferences, T122-T123, Explain Author’s Purpose, T188-T189 Strategy Group: Make Inferences, T124, Explain Author’s Purpose, T190 Intervention Activity: Make Inferences, T124, Explain Author’s Purpose, T190 Conferring: Make Inferences, T125, Explain Author’s Purpose, T191 Leveled Readers: Make Inferences, T125, Explain Author’s Purpose, T191 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183</p>

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<p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T373, Social Studies, T373 Compare Across Texts: Environments, T374-T375</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357, Social Studies, T357 Compare Across Texts: Heroes, T358-T359</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363, Social Studies, T363 Compare Across Texts: Making a Difference, T364-T365</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Emergency!, T156-T157 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361</p>
<p>D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p>	<p>For supporting content please see:</p> <p>Unit 1: Conduct Research: Field Research, T380-T381 Refine Research: Identify Primary and Secondary sources, T384-T385 Extend Research: Write a thank You Note, T386-T387</p> <p>Unit 2: Conduct Research: Library Databases, T362-T363 Refine Research: Citing Sources, T366-T367 Extend Research: Include visuals/Media, T368-T369</p> <p>Unit 3: Conduct Research: Search Engines, T364-T365 Refine Research: Paraphrasing and Quoting, Critical Literacy, Use Source Information, T368-T369 Extend Research: Incorporate Media, T370-T371</p>

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(Continued)	(Continued) Unit 4: Conduct Research: Library of Congress, T370-T371 Refine Research: Identifying Sources, Critical Literacy, Analyze Sources, T374-T375 Extend Research: Include Images, T376-T377 Unit 5: Conduct Research: Bookmarking, T368-T369 Refine Research: Works Cited Page, T372-T373 Extend Research: Present a Slide Show, T374-T375
Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.3-5. Explain probable causes and effects of events and developments.	Unit 2: Close Read: <i>Nature's Patchwork Quilt</i> , T300-T315 Respond and Analyze: My View, Check for Understanding, T316-T317 Unit 4: Interact with Sources: Explore the Time Line, Changing the World with One Idea, T226-T227 Matching Texts to Learning: <i>People Who Changed U.S. History</i> , T232 Cross-Curricular Perspectives: Social Studies, Communication, T239, Walkable Communities, T253 Respond and Analyze, Student Interactive, Check for Understanding, T256-T257 from <i>Frederick Douglass</i> , T100-T113 My View, T127, T197 <i>Milton Hershey: Chocolate King, Town Builder</i> , T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> , T236-T255

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<i>Begins in grades 6–8</i>	
<p>D2.His.16.3-5. Use evidence to develop a claim about the past.</p>	<p>Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T240-T253 Respond and Analyze: Student Interactive, Check for Understanding, T255 myView: Write About It, T267</p> <p>Unit 4: from <i>Frederick Douglass</i>, T100-T113 Minilesson: Write to Sources, T126-T127, T196-T197 My View, T127, T197 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183</p>
<p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>	<p>Unit 1: Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T240-T253 Close Read: Summarize Informational Text, T245, T246, T251, T252, Minilesson: Summarize Informational Text, T262-T263 Strategy Group: Summarize Informational Text, T264 Intervention Activity: Summarize Informational Text, T264 Conferring: Summarize Informational Text, T265 Leveled Readers: Summarize Informational Text, T265</p>

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Evaluating Sources & USING EVIDENCE	
DIMENSION 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	<p>Unit 1: Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380</p> <p>Unit 2: Plan Your How-to Article, T82 Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p>Unit 3: Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371</p> <p>Unit 4: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371 Refine Research: Identifying Sources, T374-T375 (Continued)</p> <p>Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364 Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369</p>
D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	<p>Unit 2: Minilesson: Compose Facts and Details, T80, Add Facts and Definitions, T148, Persuasive Text, T226-T227</p> <p>Unit 4: Minilesson: Distinguish Between Fact and Opinion, T148, Organize Supporting Facts, T218 Develop Reasons, T149 ELL Targeted Support: Develop an Opinion, T145</p>

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Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p>Unit 1: Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380</p> <p>Unit 2: Plan Your How-to Article, T82 Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p>Unit 3: Project-Based Inquiry: Research evidence that supports a claim and can persuade an audience, T5 Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371</p> <p>Unit 4: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371 Refine Research: Identifying Sources, T374-T375</p> <p>Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364 Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369</p>

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<p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>	<p>Unit 1: Inquire: Introduce the Project, A Safe Place to Play, T376-T377 Explore and Plan: Argumentative Writing, T378-T379 Conduct Research: Field Research, T380-T381 Refine Research: Identify Primary and Secondary Sources, T384-T385 Unit 2: Reflect and Share: Write to Sources, Minilesson, My View, T260-T261 Unit 3: Project-Based Inquiry: Research evidence that supports a claim and can persuade an audience, T5</p>
Communicating Conclusions & Taking INFORMED ACTION	
DIMENSION 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p>D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</p>	<p>Unit 2: Write to Sources: Apply, T260-T261 Unit 3: Project-Based Inquiry: Research evidence that supports a claim and can persuade an audience, T5 Next Steps, T365 Collaborate and Discuss, T366-T367 Next Steps, T369 Unit 4: Minilesson: Point of View and Reasons, T82, Topics and Opinions, T83, Organize Supporting Reasons, T217, Prepare for Assessment, T359 Independent Writing, T82, T83, T217, T218 Share Back, T83 Writing Support, T83, T147 Organize Supporting Facts, T218 Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366 Next Steps, T369</p>

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<p>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>	<p>Unit 2: Independent Writing, T80, T148, T212, T215 Minilesson: Compose Facts and Details, T80, Develop an Engaging Main Idea, T146, Develop Relevant Details, T147, Clarify Steps Using Strong Verbs, T150, Develop an Introduction, T212, Add Illustrations, T215 Writing Support, T80, T148 Share Back, T80 ELL Minilesson Support, T211 Assessment, T352 Writing Assessment, T353 (Continued)</p> <p>Unit 3: Write for a Reader: Use Illustrations, T76-T77 Minilesson: Develop an Introduction, T220</p> <p>Unit 4: Write for a Reader: Use Graphic Features, T136-T137 Extend Research: Include Images, 376-T377</p> <p>Unit 5: Write for a Reader: Use Graphic Features, T136-T137</p>
<p>D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>Unit 1: Publish and Celebrate, T368 Collaborate and Discuss, T388-T389</p> <p>Unit 2: Include Visuals/Media, T368 Celebrate!, T372</p> <p>Unit 3: Create an Audio Recording of a Story, T222 Fluency, T232 Extend Research: Incorporate Media, T370-T371 Revise and Edit, T372 Celebrate!, T374</p> <p>Unit 4: Celebrate!, T380</p> <p>Unit 5: Minilesson: Create an Audio Recording, T215 Independent Writing, T215 Present a Slide Show, T374 Celebrate!, T378</p>

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Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.3-5. Critique arguments.	<p>Unit 2: Persuasive Text, T226-T227 Strategy Group: COMPARE AND CONTRAST TEXTS, T258, COMPARE TEXTS, T262 Reflect and Share: Write to Sources, Minilesson, My View, T260-T261 Collaborate and Discuss, T366-T367</p> <p>Unit 3: Explore and Plan: Argumentative Writing, Critical Literacy, Challenge the Text, T362-T363 Collaborate and Discuss, T366-T367</p> <p>Unit 4: ELL Targeted Support: Develop an Opinion, T145 Writing Support, T148 Minilesson: Distinguish Between Fact and Opinion, T148 Develop Reasons, T149 ELL Targeted Support: Develop an Opinion, T145 Compose an Introduction, T216</p>
D4.5.3-5. Critique explanations.	<p>Unit 2: Minilesson: Develop an Engaging Main Idea, T146, Develop an Introduction, T212 ELL Minilesson Support, T211 Independent Writing, T212, T215 Assessment, T352 Writing Assessment: How-to Article, T353</p> <p>Unit 5: Writing Workshop, T73</p>

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Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>Unit 1: Inquire: Introduce the Project, A Safe Place to Play, T376-T377 Explore and Plan: Argumentative Writing, T378-T379 Conduct Research: Field Research, T380-T381 Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 2: Close Read: <i>Welcome Back, Wolves!</i>, T233-T239, <i>Wolves don't Belong in Yellowstone</i>, T240-T247, <i>Nature's Patchwork Quilt</i>, T300-T315 Respond and Analyze: My View, T248-T249 Respond and Analyze: My View, Check for Understanding, T316-T317 Minilesson: Explain Author's Purpose, T320-T321</p> <p>Unit 3: Project-Based Inquiry: Be a Hero! Research Articles, T5 Inquire: Introduce the Project, Be a Hero, T360-T361 Explore and Plan: Argumentative Writing, Critical Literacy, Challenge the Text, T362-T363 Conduct Research: Search Engines, T364-T365 Student Interactive: A Call to Action, T367 Refine Research: Paraphrasing and Quoting, Critical Literacy, Use Source Information, T368-T369 Extend Research: Incorporate Media, T370-T371</p>

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<p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>Unit 1: Inquire: Introduce the Project, A Safe Place to Play, T376-T377 Explore and Plan: Argumentative Writing, T378-T379 Conduct Research: Field Research, T380-T381 Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Bringing Animals Back, T222-T223 Close Read: <i>Welcome Back, Wolves!</i>, T233-T239, <i>Wolves don't Belong in Yellowstone</i>, T240-T247, <i>Nature's Patchwork Quilt</i>, T300-T315 Respond and Analyze: My View, T248-T249 Respond and Analyze: My View, Check for Understanding, T316-T317 Minilesson: Explain Author's Purpose, T320-T321</p> <p>Unit 3: Project-Based Inquiry: Be a Hero! Research Articles, T5 Inquire: Introduce the Project, Be a Hero, T360-T361 Explore and Plan: Argumentative Writing, Critical Literacy, Challenge the Text, T362-T363 Conduct Research: Search Engines, T364-T365 Student Interactive: A Call to Action, T367 Refine Research: Paraphrasing and Quoting, Critical Literacy, Use Source Information, T368-T369 Extend Research: Incorporate Media, T370-T371</p>

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<p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>Unit 1: Inquire: Introduce the Project, A Safe Place to Play, Collaborate, T376-T377 Explore and Plan: Argumentative Writing, Collaborate, T378-T379 Conduct Research: Field Research, Collaborate, T380-T381 Collaborate and Discuss: Analyze Student Model, T382-T383, Revise and Edit/Peer Review, T388-T389 Refine Research: Identify Primary and Secondary Sources, Collaborate, T384-T385</p> <p>Unit 2: Listening Comprehension: Persuasive Text, "Recess for Middle School," Wrap-Up, T224-T225</p> <p>Unit 3: Inquire: Introduce the Project, Be a Hero, Collaborate, T360-T361 Explore and Plan: Argumentative Writing, Collaborate, Critical Literacy, Challenge the Text, Collaborate, T362-T363 Conduct Research: Search Engines, Collaborate, T364-T365 Student Interactive: A Call to Action, T367 Refine Research: Paraphrasing and Quoting, Critical Literacy, Use Source Information, Collaborate, T368-T369</p>