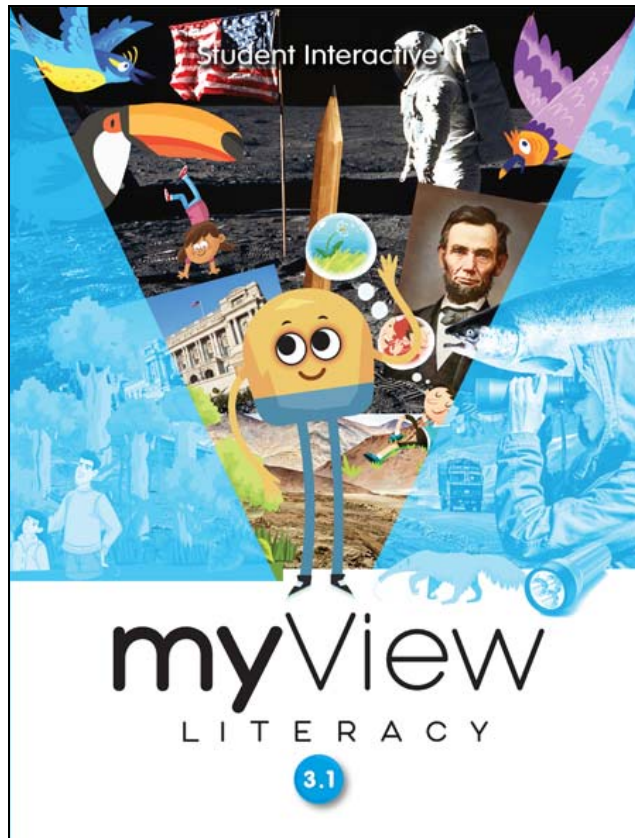


A Correlation of



©2020, Grade 3

To the

**Colorado Academic Standards
for Reading, Writing,
and Communicating**

SAVVAS

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Introduction

This document demonstrates how ***myView Literacy*, ©2020** meets the **Colorado Academic Standards for Reading, Writing, and Communicating**. Correlation page references are to the Teacher Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Table of Contents

Standard 1. Oral Expression and Listening.....	4
Standard 2. Reading for All Purposes.....	8
Standard 3. Writing and Composition.....	29
Standard 4. Research Inquiry and Design	42

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Reading, Writing, and Communicating	
Third Grade	
Standard 1. Oral Expression and Listening	
1. Participate cooperatively in group activities.	
Students Can:	
<ul style="list-style-type: none"> a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.3.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a) ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b) iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c) iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) <p>(Continued)</p>	<p>Unit 1: Language of the Genre, T100 Shared Read Plan, T106 Turn and Talk, T308 Turn, Talk, and Share, T308 Whole Group, T337 Whole Group, T345 Minilesson: Express Ideas, T346</p> <p>Unit 2: Explore the Infographic, T20 My View, T46 Turn, Talk, and Share, T88 Whole Group, T129 First Read: Respond, T238 My View, T248 My View, T316</p> <p>Unit 3: My View, T120 Turn, Talk, and Share, T230 Explore the Infographic, T296 Minilesson: Talk About It, T330</p> <p>Unit 4: My View, T48 Explore the Infographic, T156 First Read: Respond, T173 Whole Group, T307 Whole Group, T331 Minilesson: Talk About It, T336</p> <p>(Continued)</p> <p>Unit 5:</p>

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	Minilesson: Talk About It, T62 Explore Maps, T92 Turn, Talk, and Share, T92 Respond and Analyze, T114 My View, 180 Turn, Talk, and Share, T222 First Read: Respond, T247 My View, T254 Respond and Analyze, T254-T255 Whole Group, T305 My View, T322 Whole Group, T337
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)	Unit 1: Listening Comprehension, T22-T23 Unit 2: Listening Comprehension, T22-T23 Listening Comprehension, T90-T91 Unit 3: Listening Comprehension, T22-T23 Summarize Informational Text, T262-T263 Unit 4: Listening Comprehension, T92-T93 Minilesson: Identify Main Idea and Key Details, T118 ELL Targeted Support: Summarize Material, T118 Unit 5: Listening Comprehension, T22-T23 Explore Maps, T92 Primary Sources, T222
c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)	Unit 1: Listening Comprehension, T98-T99 Listening Comprehension, T234-T235 Unit 2:

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	Listening Comprehension, T90-T91 Listening Comprehension, T224-T225 Minilesson: Talk About It, T328 Celebrate!, T372 Unit 3: Listening Comprehension, T98-T99 Listening Comprehension, T164-T164 Unit 4: Minilesson: Talk About It, T60 Minilesson: Ask and Answer Questions, T192 Listening Comprehension, T228-T229 Listening Comprehension, T300-T301 Unit 5: Minilesson: Talk About It, T62 Listening Comprehension, T94-T95 Listening Comprehension, T224-T225 Minilesson: Talk About It, T334
2. Communicate using appropriate language in informal and formal situations.	
Students Can:	
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	Unit 1: Publish and Celebrate, T368 Collaborate and Discuss, T388-T389 Celebrate and Reflect, T390-T391 Unit 2: Celebrate!, T372 Unit 3: Fluency, T232 Publish and Celebrate, T352 Collaborate and Discuss, T372-T373 Celebrate!, T374 Unit 4: Celebrate!, T380 Unit 5: Celebrate!, T378
b. Distinguish different levels of formality.	Unit 1: Publish and Celebrate, T368 Collaborate and Discuss, T388-T389 Celebrate and Reflect, T390-T391 Unit 2: Collaborate and Discuss, T370-T371

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	Celebrate and Reflect, T372–T373 Unit 3: Collaborate and Discuss, T372–T373 Celebrate and Reflect, T374–T375 Unit 4: Collaborate and Discuss, T378–T379 Celebrate and Reflect, T380–T381 Unit 5: Collaborate and Discuss, T376–T377 Celebrate and Reflect, T378–T379
c. Speak clearly, using appropriate volume and pitch for the purpose and audience.	Unit 1: Celebrate and Reflect, T390–T391 Unit 2: Celebrate and Reflect, T372–T373 Unit 3: Celebrate and Reflect, T374–T375 Unit 4: Celebrate and Reflect, T380–T381 Unit 5: Celebrate and Reflect, T378–T379
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.	Unit 1: Explore and Plan, T378–T379 Celebrate and Reflect, T390–T391 Unit 2: Explore and Plan, T360–T361 Celebrate and Reflect, T372–T373 Unit 3:

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	Explore and Plan, T362–T363 Celebrate and Reflect, T374–T375 Unit 4: Explore and Plan, T368–T369 Celebrate and Reflect, T380–T381 Unit 5: Explore and Plan, T366–T367 Celebrate and Reflect, T378–T379
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)	Unit 2: Include Visuals/Media, T368 Unit 3: Create an Audio Recording of a Story, Minilesson: T222 Extend Research: Incorporate Media, T370–T371 Unit 5: Minilesson: Create an Audio Recording, T215 Independent Writing, T215 Present a Slide Show, T374
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)	Unit 1: Listening Comprehension, T22–T23 Lesson 2, Oral Language, T80 Unit 3: Project-Based Inquiry, T357 Write for a Reader, T366 Peer Review, T372 Unit 5: Celebrate!, T378
Standard 2. Reading for All Purposes	
1. Apply strategies to fluently read and comprehend various literary texts.	
Students Can:	
a. Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) * ii. Use a variety of comprehension strategies	Unit 1: Traditional Tales, T22 Close Read: Analyze Plot and Setting, T50 Minilesson: Setting and Sequence of Events, T88 Minilesson: Describe, T100 Folktale, T100

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<p>to interpret text (attending, searching, predicting, checking, and self-correcting). *</p> <p>iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</p> <p>iv. Summarize central ideas and important details from a text. *</p> <p>v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.</p> <p>vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</p> <p>(Continued)</p>	<p>Strategy Group: Identify Folktales, T104 Possible Teaching Point: Read Like a Writer: Author's Craft, T108 Close Read: Ask and Answer Questions, T110 First Read: Generate Questions, T110 Close Read: Ask and Answer Questions, T113 First Read: Generate Questions, T114 First Read: Generate Questions, T115 Close Read: Ask and Answer Questions, T117 First Read: Generate Questions, T118 Close Read: Ask and Answer Questions, T120 First Read: Generate Questions, T120 My View, T122 Strategy Group: Infer Theme, T128 Minilesson: Ask and Answer Questions, T130 Strategy Group: Ask And Answer Questions, T132 Whole Group, T133 Minilesson: Write to Sources, T134 First Read: Generate Questions, T177 First Read: Generate Questions, T185 Minilesson: Write to Sources, T134 Close Read: Analyze Characters, T181 Close Read: Analyze Characters, T184 First Read: Connect, T184 Close Read: Make Inferences, T178, T183, T185, T187, T189 Minilesson: Make Inferences, T198–T199 Minilesson: Myth, T312 Identify Myths, T314-T315</p> <p>(Continued)</p> <p>Unit 3: First Read: Generate Questions, T33 First Read: Generate Questions, T48 First Read: Respond, T52 First Read: Generate Questions, T53 Minilesson: Confirm or Correct Predictions, T62–T63 My View, T54 First Read: Generate Questions, T109 Close Read: Make Connections, T112 Close Read: Analyze Characters, T114 Close Read: Analyze Characters, T116</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	First Read: Generate Questions, T118 Close Read: Analyze Characters, T119 Minilesson: Plot: Establish a Problem, T154 Read, Generate Questions, T172 First Read: Generate Questions, T175 First Read: Generate Questions, T310 Unit 4: First Read: Generate Questions, T30 First Read: Generate Questions, T166 First Read: Generate Questions, T169 Close Read: Ask and Answer Questions, T182 Formative Assessment Options: T193 Minilesson: Narrative Nonfiction: T230 Guided Reading Instruction Prompts: Analyze Characters, T304 Read: T308 Minilesson: Explain Author's Message, T344 Unit 5: First Read: Generate Questions, T235 First Read: Generate Questions, T237 Close Read: Analyze Point of View, T239 Close Read: Make Connections, T241 First Read: Generate Questions, T244 Traditional Tales, T298 Minilesson: Fable, T300 Strategy Group: Identify Fables, T304 Close Read: Infer Theme, T316 Minilesson: Evaluate Details, T330
b. Use Craft and Structure to: <ol style="list-style-type: none"> i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)* ii. Use signal words (such as before, after, next, and text structure (narrative, chronology) to determine the sequence of major events. iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: 	Unit 1: Whole Group, T125 Close Read, Analyze Text Features: T244 Strategy Group: Develop Vocabulary, T336 Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T41 Close Read: Analyze Plot and Setting, T45 Possible Teaching Point: Author's Craft, T47 Minilesson: Analyze Plot and Setting, T58–T59 Possible Teaching Point: Read Like a Writer: Mood, T175 Possible Teaching Point: Read Like a Writer: Author's Purpose, T185

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<p>iv. RL.3.5) Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</p>	<p>Possible Teaching Point: Read Like a Writer: Author's Craft, T246 Poetry, Minilesson, T300-T301 Unit 4: Close Read, Distinguish Viewpoint, T238 Close Read, Distinguish Viewpoint, T251 Distinguish Viewpoint, Minilesson, T260 Distinguish Viewpoint: Apply, T261 Drama, T302-T303 Close Read: Identify Play Elements, T310 Close Read: Identify Play Elements: T312 Close Read: Identify Play Elements: T316 Identify Play Elements: Minilesson: T328 Possible Teaching Point: Read Like a Writer: Analyze Author's Purpose, T323 Unit 5: Minilesson: Compose with Figurative Language, T150 Close Read: Vocabulary in Context, T238 Close Read: Analyze Point of View, T239 Close Read: Analyze Point of View, T243 Analyze Point of View, T258-T259 Close Read: Vocabulary in Context, T245 Close Read: Vocabulary in Context, T248 Revise for Structure. Minilesson, T286 Minilesson, Model and Practice, T287</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)</p> <p>ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)</p>	<p>Unit 2: Minilesson: Synthesize Information, T188 T191 Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T32 Possible Teaching Point: Read Like a Writer: Author's Craft, T38 Possible Teaching Point: Read Like a Writer: Illustrations, T50 Close Read: Compare and Contrast Texts, T183 Close Read: Compare and Contrast Texts, T187 Respond and Analyze, T188-T189 Compare and Contrast Texts, T196-T197 Strategy Group: Compare and Contrast T198</p>

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to the
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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Unit 5: First Read: Respond, T240
<p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)</p>	<p>Unit 1: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T102 Matching Texts to Learning, T170 Matching Texts to Learning, T314-T315</p> <p>Unit 2: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T162 Matching Texts to Learning, T228-T229</p> <p>Unit 3: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T102-T103 Matching Texts to Learning, T168-T169 Matching Texts to Learning, T302-T303</p> <p>Unit 4: Matching Texts to Learning, T96-T97 Matching Texts to Learning, T162-T163 Matching Texts to Learning, T304</p> <p>Unit 5: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T98-T99 Matching Texts to Learning, T228-T229 Matching Texts to Learning, T302-T303</p>
<p>e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. *</p>	<p>Unit 1: Fluency: Prosody, T56 Fluency: Prosody/Oral Reading Rate and Accuracy, T64 Fluency: Rate/Oral Reading Rate and Accuracy, T128 Fluency: Prosody/Oral Reading Rate and Accuracy, T276</p> <p>Unit 2: Fluency, T22 Fluency: Prosody/Oral Reading Rate and Accuracy, T52 Fluency: Prosody/Oral Reading Rate and Accuracy, T116 Be a Fluent Reader: T161 Fluency, T179</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
(Continued)	Fluency: Prosody/Oral Reading Rate and Accuracy, T258 Unit 3: Fluency: Expression/Oral Reading Rate and Accuracy, T56 Fluency: Prosody/Oral Reading Rate and Accuracy, T130 Fluency: Prosody/Oral Reading Rate and Accuracy, T190 Fluency: Prosody/Oral Reading Rate and Accuracy, T256 Fluency: Prosody/Oral Reading Rate and Accuracy, T320 Unit 4: Fluency: Prosody/Oral Reading Rate and Accuracy, T58 Fluency, T92 Be a Fluent Reader, T161 Fluency: Prosody/Oral Reading Rate and Accuracy, T194 Fluency: Prosody/Oral Reading Rate and Accuracy, T326 (Continued) Unit 5: Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T116 Fluency: Prosody/Oral Reading Rate and Accuracy, T120 Fluency: Prosody/Oral Reading Rate and Accuracy, T324
2. Apply strategies to fluently read and comprehend various informational texts.	
Students Can:	
a. Use Key Ideas and Details to i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 1: Cross-Curricular Perspectives: Social Studies, T37 Cross-Curricular Perspectives: Social Studies, T38 Cross-Curricular Perspectives: Social Studies, T41

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<p>(CCSS: RI.3.1)</p> <p>ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *</p> <p>iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *</p> <p>iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *</p> <p>(Continued)</p>	<p>Cross-Curricular Perspectives: Social Studies, T53Read, T242</p> <p>First Read: Generate Questions, T245</p> <p>First Read: Generate Questions, T249</p> <p>First Read: Generate Questions, T253</p> <p>First Read: Generate Questions, T257</p> <p>First Read: Generate Questions, T261</p> <p>First Read: Generate Questions, T265</p> <p>(Continued)</p> <p>Unit 2:</p> <p>Minilesson: Main Idea and Key Details, T24</p> <p>Close Read: Identify Main Idea and Details, T32</p> <p>Close Read: Identify Main Idea and Details, T34</p> <p>Close Read: Identify Main Idea and Details, T45</p> <p>Possible Teaching Point: Read Like a Writer: Author's Craft, T45</p> <p>Check for Understanding, T47</p> <p>Minilesson: Main Idea and Key Details, T50–T51</p> <p>Strategy Group: Identify Main Idea and Details, T52</p> <p>Possible Teaching Point: Read Like a Writer: Author's Craft, T45</p> <p>Check for Understanding, T47</p> <p>First Read: Connect, T108</p> <p>First Read: Connect, T110</p> <p>Minilesson: Use Cause-and-Effect Text Structure, T338</p> <p>Close Read: Evaluate Details, T110</p> <p>Close Read: Evaluate Details, T112</p> <p>First Read: Generate Questions, T35</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
(Continued)	First Read: Generate Questions, T37 First Read: Respond, T40 First Read: Generate Questions, T106 First Read: Generate Questions, T235 My View, T248 Check for Understanding, T249 First Read: Generate Questions, T303 First Read: Respond, T310 First Read: Notice, T311 First Read: Generate Questions, T312 First Read: Generate Questions, T314 (Continued) Unit 3: Minilesson: Historical Fiction, T24 Cross-Curricular Perspectives: Science, T43 Cross-Curricular Perspectives: Science, T44 Close Read: Summarize Informational Text, T246 Close Read: Summarize Informational Text, T251 Analyze Text Structure, T258-T259 Close Read: Summarize Informational Text, T252 Minilesson: Summarize Informational Text, T262 Strategy Group: Summarize Informational Text, T264 First Read: Generate Questions, T242 First Read: Generate Questions, T246 First Read: Generate Questions, T248 First Read: Generate Questions, T251 Unit 4: TURN, TALK, AND SHARE, T20 Wrap-Up: Idea Web, T23 First Read: Connect, T34 First Read: Respond, T46 Biography, T94 Minilesson: Main Idea and Key Details, T94

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
(Continued)	Identify Main Idea and Key Details, T106 Identify Main Idea and Key Details, T108 Identify Main Idea and Key Details, T112 Minilesson: Identify Main Idea and Key Details, T118–T119 Strategy Group: Identify Main Idea And Key Details, T120 Whole Group, T121 First Read: Generate Questions, T33 First Read: Generate Questions, T37 First Read: Generate Questions, T44 First Read: Notice, T102 First Read: Generate Questions, T103 First Read: Respond, T105 First Read: Generate Questions, T108 (Continued) First Read: Respond, T113 Ask and Answer Questions, T163 Ask and Answer Questions, T168 Ask and Answer Questions, T173 Ask and Answer Questions, T178 Ask and Answer Questions, T182 Ask and Answer Questions, T192-T193 First Read: Generate Questions, T240 First Read: Generate Questions, T244 Cross-Curricular Perspectives: Social Studies, T45 Cross-Curricular Perspectives: Social Studies, T170 ELL Targeted Support, T176 Cross-Curricular Perspectives: Social Studies, T182 Unit 5: First Read: Generate Questions, T43 First Read: Notice, T46 Explore Maps, T92 Close Read: Analyze Text Structure, T168 Close Read: Monitor Comprehension, T174 First Read: Generate Questions, T107 First Read: Generate Questions, T109 First Read: Generate Questions, T113 First Read: Generate Questions, T169 Close Read: Monitor Comprehension, T169 First Read: Generate Questions, T175 First Read: Generate Questions, T177 Guided Reading Instruction Prompts, T303

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Close Read, Evaluate Details, T308 Close Read, Evaluate Details, T310 Close Read, Evaluate Details, T312 Close Read, Evaluate Details, T319 Evaluate Details, T330-T331
<p>b. Use Craft and Structure to:</p> <p>i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)</p> <p>ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)</p> <p>iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)</p> <p>iv. Use semantic cues and signal words (for example: because and although to identify cause/effect and compare/contrast relationships.</p>	<p>Unit 1: Minilesson: Informational Texts, T236 Analyze Text Features, T238 Close Read: Analyze Text Features, T244 First Read: Notice, T244 Close Read: Analyze Text Features, T247 Close Read: Analyze Text Features, T249 First Read: Respond, T252 Close Read: Analyze Text Features, T255 Close Read: Analyze Text Features, T264 Possible Teaching Point: Read Like a Writer: Author's Craft, T264 First Read: Connect, T264 Close Read: Analyze Text Features, T265 Strategy Group: Analyze Text Features, T272 Preview Vocabulary, T242-T243 ELL Targeted Support, T247 Close Read: Analyze Text Features, T262 Develop Vocabulary, T266</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T101 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Possible Teaching Point: Read Like a Writer: Author's Craft, T105 Whole Group: T295 Possible Teaching Point: Academic Vocabulary: Figurative Language, T243 Possible Teaching Point: Academic Vocabulary: Figurative Language, T246 Possible Teaching Point: Cause and Effect, T314</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
Continued	<p>Write for a Reader: Use Cause-and-Effect Text Structure, T338–T339</p> <p>Unit 3: Language of the Genre, T234 Minilesson: Develop Vocabulary, T254 Academic Vocabulary, T296 Use Academic Words, T361 Search Engines, T364</p> <p>Continued</p> <p>Unit 4: First Read: Notice, T170 First Read: Notice, T176 Distinguishing Viewpoint, T232 Close Read: Distinguishing Viewpoint, T238 Close Read: Distinguishing Viewpoint, T241 Close Read: Distinguishing Viewpoint, T243 Close Read: Distinguishing Viewpoint, T245 Close Read: Distinguishing Viewpoint, T247 Close Read: Distinguishing Viewpoint, T251 Close Read: Distinguishing Viewpoint, T255 Distinguishing Viewpoint, T260–T261 Cross-Curricular Perspectives: Social Studies, T317</p> <p>Unit 5: Possible Teaching Point: Academic Vocabulary: Related Words, T35 First Read: Notice, T104 First Read: Notice, T108 First Read: Respond, T110 First Read: Notice, T112 Close Read: Analyze Text Structure, T173 Possible Teaching Point: Read Like a Writer: Text Structure, T178 Minilesson: Explain Use of Text Structure, T200 Minilesson: Use Text Structure, T202 Use Academic Words, T365</p>

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<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)</p> <p>ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *</p> <p>iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *</p>	<p>Unit 1: Explore the Map, T20 First Read: Notice, T44 Minilesson: Analyze Graphic Features, T142 Minilesson: Use Graphic Features, T144 Minilesson: Informational Texts, T236</p> <p>Unit 2: Read Like a Writer, Explain the Use of Graphic Features, T66 Minilesson: Text Structure, T92 Close Read: Analyze Text Structure, T103 Minilesson: Analyze Illustrations, T184 Small Group: Analyze Illustrations, T187 Whole Group, T189 Explore the Diagram, T290</p> <p>Unit 3: Close Read: Correct or Confirm Predictions, T36 Possible Teaching Point: Academic Vocabulary: Context Clues, T177 Close Read: Summarize Informational Text, T246 First Read: Connect, T250</p> <p>Unit 4: Minilesson: Identify Biography, T24 Strategy Group: Identify Biography, T28 Close Read: Analyze Text Structure, T35 Close Read: Analyze Text Structure, T43 Close Read: Analyze Text Structure, T45 Minilesson: Analyze Text Structure, T52 Strategy Group: Compare Texts, T62 Wrap-Up: Time-Order Words and Phrases, T93 Possible Teaching Point: Read Like a Writer: Author's Craft, T108 First Read: Notice, T45 First Read: Notice, T109 Possible Teaching Point, Graphic Features, T242</p>

**A Correlation of myView Literacy, Grade 3, ©2010
to the
Colorado Academic Standards for Reading, Writing, and Communicating (2020)**

Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
(Continued)	<p>Unit 5: Analyze Text Features Prompts, T26 Close Read, Analyze Text Features, T33 Close Reading, Analyze Text Features, T34 Analyze Text Features, T54-T55 Explain the Use of Text Features, T70-T71 (Continued) Close Read: Analyze Text Structure, T104 Close Read: Synthesize Information, T105 Close Read: Analyze Text Structure, T108 Close Read: Analyze Text Structure, T110 Minilesson: Text Structure, T160 Procedural Text, T160 Close Read: Analyze Text Structure, T173 Minilesson: Analyze Text Structure, T184 Possible Teaching Point, T173 Possible Teaching Point, T177 Minilesson: Explain Use of Text Structure, T200 Minilesson: Use Text Structure, T202</p>
<p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *</p>	<p>Unit 1: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T102 Matching Texts to Learning, T170 Matching Texts to Learning, T238-T239 Matching Texts to Learning, T314-T315</p> <p>Unit 2: Matching Texts to Learning, T26-T27 Minilesson: Brainstorming, T81 Matching Texts to Learning, T294-T295 Matching Texts to Learning, T162 Matching Texts to Learning, T228-T229</p> <p>Unit 3: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T102-T103 Matching Texts to Learning, T168-T169 Matching Texts to Learning, T302-T303</p> <p>Unit 4: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T96-T97 Matching Texts to Learning, T162-T163 Matching Texts to Learning, T304</p> <p>Unit 5:</p>

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to the
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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Matching Texts to Learning, T26-T27 Matching Texts to Learning, T98-T99 Matching Texts to Learning T162 Matching Texts to Learning, T228-T229 Matching Texts to Learning, T302-T303
3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.	
Students Can:	
<ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3) i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) * ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) * iii. Decode multisyllable words. (CCSS: RF.3.3c) * iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) * 	<p>Unit 1: Academic Vocabulary, Related Words, T42 Academic Vocabulary, Related Words, T45 Possible Teaching Point: Word Study: Syllable Pattern VC/CV, T34 Possible Teaching Point: Word Study: Syllable Pattern VC/CV, T52 Academic Vocabulary: Related Words, T70-T71 ELL Language Transfer: Multisyllabic Words, T376</p> <p>Unit 2: Possible Teaching Point: Academic Vocabulary, Related Words, T35 Minilesson: Related Words, T62-T63 Lessons 2-5: Irregular Plural Nouns, T140-T141</p> <p>Unit 3: Minilesson: Related Words, T70-T71 Lessons 1-5: Teach Prefixes pre-, dis-, in-, im-, non-, T72-T73 Lessons 1-3, 5: Spelling: Spell Prefixes pre-, dis-, in-, im-, non-, T78-T79 Lesson 4: Spell Prefixes pre-, dis-, in-, im-, non-, T145 Word Study: Suffixes -ful, -y, -ness, T182 Word Study: Suffixes -ful, -y, -ness, T184 Lessons 1-5: Teach Suffixes -ful, -y, -ness, T206-T207 Lessons 1-3, 5: Spelling: Spell Words with Suffixes, -ful, -y, -ness, T212-T213 Lesson 4: Spell Words with Suffixes, -ful, -y, -ness, T279 Lessons 2-5: Irregular Verbs, T280-T281 Lessons 1-3, 5: Word Study, Irregular Plural Nouns, T336-T337 Lessons 1-3, 5; Spelling, Irregular Plural Nouns, T342-T343</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Possible Teaching Point: Academic Vocabulary, Related Words, T36 Possible Teaching Point: Academic Vocabulary, Related Words, T46 Minilesson: Related Words, T64-T65 Lessons 1-5: Teach r-Controlled Vowels ir, er, ur, ear, T66-T67 Possible Teaching Point: Word Study: Latin Suffixes, T169 Possible Teaching Point: Word Study: Latin Suffixes, T173 Possible Teaching Point: Academic Vocabulary: Latin Suffixes, T181 Lessons 1-5: Teach Latin Suffixes, T202-T203 Lessons 1-5: Teach Latin Suffixes, T202-T203 Lessons 1-3, 5: Spelling: Spell Latin Suffixes -able, -ible, -ation, T208-T209 Lesson 4: Latin Suffixes -able, -ible, -ation, T281</p> <p>Unit 5: Minilesson: Related Words, T66-T67 ELL Language Transfer: Affixes, T66 Lessons 1-5: Teach Vowel Patterns, T68-T69 Lessons 1-5: Teach Vowel Patterns, T132-T133 Word Study: Words with Suffix -en, T174 Word Study: Words with Suffix -en, T175 Lessons 1-5: Teach Words with Suffix -en, T198-T199 Lessons 1-3, 5: Spelling: Spell Words with Suffix -en, T204-T205 Lessons 1-5: Teach Schwa Vowel Sound, T272-T273 Lessons 1-5: Teach Final Stable Syllables, T340-T341</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS.3.4a)</p> <p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</p> <p>(Continued)</p>	<p>Unit 1: Read, T30 Read, T106 Read, T174 Read, T242 Read, T318 Fluency: Prosody, T56 Fluency: Prosody/Oral Reading Rate and Accuracy, T64 Fluency: Rate/Oral Reading Rate and Accuracy, T128 Fluency: Prosody/Oral Reading Rate and Accuracy, T276 Close Read: Vocabulary in Context, T109 Academic Vocabulary, Context Clues, T179 Academic Vocabulary, Context Clues, T186 Academic Vocabulary: Context Clues, T206-T207 Close Read: Vocabulary in Context, T327</p> <p>Unit 2: Read and Compare, T30 Read, T98 Read, T166 Read, T232 Read and Compare, T240 Read, T300 Fluency, T22 Fluency: Prosody/Oral Reading Rate and Accuracy, T52 Fluency: Prosody/Oral Reading Rate and Accuracy, T116 Be a Fluent Reader: T161 Fluency, T179 Fluency: Prosody/Oral Reading Rate and Accuracy, T258 Academic Vocabulary, Context Clues, T169 Academic Vocabulary, Context Clues, T175 Academic Vocabulary: Context Clues, T196-T197</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
(Continued)	(Continued) Unit 3: Read, T30 Read, T106 Read, T172 Read, T240 Read, T306 Fluency: Expression/Oral Reading Rate and Accuracy, T56 Fluency: Prosody/Oral Reading Rate and Accuracy, T130 Fluency: Prosody/Oral Reading Rate and Accuracy, T190 Fluency: Prosody/Oral Reading Rate and Accuracy, T256 Fluency: Prosody/Oral Reading Rate and Accuracy, T320 Close Read: Vocabulary in Context, T34 Academic Vocabulary, Context Clues, T177 Minilesson: Context Clues, T204-T205 Unit 4: Read, T30 Read, T100 Read, T166 Read, T236 Read, T308 Fluency: Prosody/Oral Reading Rate and Accuracy, T58 Fluency, T92 Be a Fluent Reader, T161 Fluency: Prosody/Oral Reading Rate and Accuracy, T194 Fluency: Prosody/Oral Reading Rate and Accuracy, T326 Academic Vocabulary, Context Clues, T175 Academic Vocabulary, Context Clues, T177 Academic Vocabulary, Context Clues, T178 Academic Vocabulary: Context Clues, T200-T201

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	(Continued) Unit 5: Read, T30 Read, T102 Read, T166 Read, T232 Read, T306 Fluency: Prosody/Oral Reading Rate and Accuracy, T60 Fluency: Prosody/Oral Reading Rate and Accuracy, T116 Fluency: Prosody/Oral Reading Rate and Accuracy, T120 Fluency: Prosody/Oral Reading Rate and Accuracy, T324 Academic Vocabulary, Context Clues, T168 Academic Vocabulary, Context Clues, T171 Academic Vocabulary, Context Clues, T196-T197
<p>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b) *</p> <p>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *</p> <p>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). (CCSS: L.3.4c)</p> <p>v. Use glossaries or beginning dictionaries, both print and digital, to determine or</p>	Unit 1: Academic Vocabulary: Related Words, T42 Academic Vocabulary: Related Words, T45 Academic Vocabulary: Related Words, T51 Academic Vocabulary: Related Words, T70-T71 First Read: Notice, T262 Close Read: Analyze Text Features, T262 Close Read: Use Text Evidence, T263 Minilesson: Synonyms and Antonyms, T138-T139 How to Use a Glossary: T406-T407 Unit 2: Academic Vocabulary: Related Words, T62-T63 Possible Teaching Point: Read Like A Writer: Author's Craft, T101 Possible Teaching Point: Academic Vocabulary: Synonyms And Antonyms, T103 Add Facts and Definitions, T148 Develop Vocabulary, T46 Minilesson: Synonyms and Antonyms, T130-T131 Glossary, How to Use a Glossary, T388 (Continued) Unit 3: Academic Vocabulary: Related Words, T40 Academic Vocabulary: Related Words, T49

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<p>clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</p> <p>vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Academic Vocabulary: Related Words, T70-T71 Lessons 1-3, 5: Teach Prefixes pre-, dis-, in-, im-, non-, T72-T73 Minilesson: Related Words, T70 Academic Vocabulary: Synonyms and Antonyms, T113 Minilesson: Synonyms and Antonyms, T136-T137 Minilesson: Develop Vocabulary, T254 Peer Review: Collaborate, T372 How to Use a Glossary, Minilesson, T390-T391</p> <p>Unit 4: Academic Vocabulary: Related Words, T36 Academic Vocabulary: Related Words, T64-T65 Minilesson: Synonyms and Antonyms, T130-T131 Lessons 1-3, 5: Teach Latin Suffixes, T202-T203 Lessons 1-3, 5: Spelling: Spell Latin Suffixes -able, -ible, -ation, T208-T209 How to Use a Glossary: T396-T397</p> <p>Unit 5: Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T66-T67 Minilesson: Synonyms and Antonyms, T130-T131 LESSONS 1-5: Teach Words with Suffix -en, T198-T199 Lessons 1-3, 5: Spelling: Spell Words with Suffix -en, T204-T205 Possible Teaching Point: Academic Vocabulary: Related Words, T45 Minilesson: Related Words, T66 Minilesson: Develop Vocabulary, T322 How to Use a Glossary: T394-T395</p>
<p>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)</p>	<p>Unit 1: Academic Vocabulary: Figurative Language, T282-T283</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T101</p>

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<p>ii. Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). (CCSS: L.3.5b)</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)</p> <p>(Continued)</p>	<p>Minilesson: Analyze Precise Verbs, T134-T135 Minilesson, Focus on Strategies, T160-T161 Guided Reading Instruction Prompts, Identify Realistic Fiction, T162 Possible Teaching Point: Academic Vocabulary: Figurative Language, T243 Possible Teaching Point: Academic Vocabulary: Figurative Language, T246 Academic Vocabulary: Figurative Language, T264-T265 Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T41 Close Read: Make Connections, T108 Close Read: Make Connections, T112 Close Read: Make Connections, T117 Make Connections, T128-T129 Minilesson: Synonyms and Antonyms, T136 Possible Teaching Point: Read Like a Writer: Author's Craft, T246 Academic Vocabulary: Figurative Language, T270-T272 Unit 4: Make Connections, T233 Close Read: Make Connections, T240 Develop Vocabulary, T256-T257 Strategy Group: Develop Vocabulary, T258 Make Connections, T264-T265</p> <p>(Continued)</p> <p>Unit 5: Minilesson: Compose with Figurative Language, T150 Academic Vocabulary: Figurative Language, T246 Academic Vocabulary: Figurative Language, T250 Academic Vocabulary: Figurative Language, T27-</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	<p>T271 Close Read: Make Connections, T236 Close Read: Make Connections, T244 Close Read: Make Connections, T249 Close Read: Make Connections, T262-T263 Write for a Reader: Author’s Craft, T310 Write for a Reader: Author’s Craft, T311 Write for a Reader: Author’s Craft, T318</p>
<p>e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)</p> <p>(Continued)</p>	<p>Unit 1: Explore the Map, T20 Preview Vocabulary, T174 Minilesson: Develop an Event Sequence, T223 Language of the Genre, T236 Assess Understanding, T283 Use Academic Words, T377</p> <p>Unit 2: Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Preview Vocabulary, T240 Minilesson: Develop Vocabulary, T248 Use Academic Words, T359</p> <p>Unit 3: Academic Vocabulary, T20 Academic Vocabulary, T96 Academic Vocabulary, T162 Strategy Group: Develop Vocabulary, T256 Use Academic Words, T361</p> <p>(Continued)</p> <p>Unit 4: Language of the Genre, T24 Possible Teaching Point: Academic Vocabulary: Related Words, T36 Possible Teaching Point: Academic Vocabulary: Related Words, T40 Possible Teaching Point: Academic Vocabulary: Related Words, T46 Minilesson: Develop Vocabulary, T48</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Language of the Genre, T302 ELL Language Transfer: Cognates, T340 Use Academic Words, T367 Unit 5: Possible Teaching Point: Academic Vocabulary: Related Words, T35 Language of the Genre, T300 Possible Teaching Point: Academic Vocabulary: Parts of Speech, T312 Possible Teaching Point: Academic Vocabulary: Parts of Speech, T314 Minilesson: Parts of Speech, T338 Use Academic Words, T365
Standard 3. Writing and Composition	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	
Students Can:	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)	Unit 2: Minilesson: Write to Sources, T260 Unit 3: Collaborate and Discuss, T366-T367 Unit 4: Independent Writing, T146 Opinion Essay, T352-T361 Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366-T367
b. Provide reasons that support the opinion. (CCSS: W.3.1b)	Unit 2: Write to Sources: Apply, T260-T261 Unit 4: Minilesson: Point of View and Reasons, T82 Independent Writing, T82 Share Back, T83 Minilesson: Topics and Opinions, T83 Writing Support, T83 Independent Writing, T83 Writing Support, T147 Minilesson: Organize Supporting Reasons, T217 Independent Writing, T217

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Organize Supporting Facts, T218 Independent Writing, T218 Minilesson: Prepare for Assessment, T359 Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366 Next Steps, T369
c. Use linking words and phrases (for example: because, therefore, since, for example to connect opinion and reasons. (CCSS: W.3.1c)	Unit 3: Analyze Student Model, T366 Unit 4: Minilesson: Revise by Adding Linking Words, T288 Writing Support, T288 Share Back, T288 Independent Writing, T288
d. Provide a concluding statement or section. (CCSS: W.3.1d)	Unit 3: Minilesson: Talk About It, T200 Analyze Student Model, T366 Unit 4: ELL Minilesson Support, T215 Minilesson: Compose a Conclusion, T219
2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.	
Students Can:	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)	Unit 2: Minilesson: Develop an Engaging Main Idea, T146 ELL Minilesson Support, T211 Independent Writing, T212 Minilesson: Develop an Introduction, T212 Minilesson: Add Illustrations, T215 Independent Writing, T215 Assessment, T352 Writing Assessment, T353 Unit 3: Write for a Reader: Use Illustrations, T76-T77 Minilesson: Develop an Introduction, T220

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	<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>b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)</p>	<p>Unit 2: Independent Writing, T80 Minilesson: Compose Facts and Details, T80 Writing Support, T80 Share Back, T80 Writing Support, T146 Minilesson: Develop Relevant Details, T147 Writing Support, T147 Writing Support, T148 Independent Writing, T148 Minilesson: Clarify Steps Using Strong Verbs, T150</p>
<p>c. Use linking words and phrases (for example: also, another, and more, but to connect ideas within categories of information. (CCSS: W.3c)</p>	<p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T177 Revising for Coherence and Clarity, T281 Minilesson: Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences, T284</p> <p>Unit 3: Close Read: Analyze Text Structure, T247</p>
<p>d. Provide a concluding statement or section. (CCSS: W.3.2d)</p>	<p>Unit 2: Steps to Writing Independently, T209 Minilesson: Develop and Compose a Conclusion, T216 Writing Club, T216 Assessment, T352 Writing Assessment, T353</p>
<p>3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and</p>	

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provide closure.	
Students Can:	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)	<p>Unit 1: Genre Immersion Lesson: Personal Narrative, T86 Genre Immersion Lesson: Narrator, T87 Writing Support, T155 Minilesson: Narrator, T155 Independent Writing, T155 Minilesson: Compose an Introduction, T222</p> <p>Unit 3: Minilesson: Develop Plot, T88 Writing Support, T152 Minilesson: Compose Characters, T152 Independent Writing, T152</p>
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)	<p>Unit 1: Minilesson: Narrator, T155 Minilesson: Develop Dialogue, T224 Writing Support, T224 Share Back, T224 Independent Writing, T224 Independent Writing, T225 Writing Support, T225 Minilesson: Describe Actions, Thoughts, and Feelings, T225 Share Back, T225</p> <p>Unit 3: Minilesson: Compose Characters, T152 Minilesson: Compose Dialogue, T223 Share Back, T223</p> <p>Unit 4: Strategy Group: Identify Drama, T306</p>
c. Use temporal words and phrases to signal event order. (CCSS: W.3c)	<p>Unit 1: Compose a Setting, T156 Steps to Writing Independently, T219 ELL Targeted Support: T221</p>

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	Develop an Event Sequence: Minilesson, T223 Unit 3: Draft an Event Sequence, T221 Unit 4: ELL Targeted Support, T24 Write for a Reader: Use Text Structure, T278-T279 Unit 5: Write for a Reader: Use Text Structure, T202
d. Provide a sense of closure. (CCSS: W.3.3d)	Unit 1: Resolution, T158 Compose a Conclusion, T226 Assessment, T370 Unit 3: Minilesson: Plot: Plan a Resolution, T155 Draft an Event Sequence, T221
4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	
RW.3.3.4	
Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) ii. Use abstract nouns (for example: childhood. (CCSS: L.3.1c) iii. Form and use regular and irregular verbs. (CCSS: L.3.1d) iv. Form and use the simple (for example: I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e) v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f) vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS:	Unit 1: Word Study: Lessons 1-3, 5: Base Words and Endings, T208-T209 Word Study: Lessons 1-3, 5: Base Words and Endings, T208-T209 Minilesson: Comparative and Superlative Adjectives, T299 Minilesson: Coordinating Conjunctions, T298 Independent Writing, T299 Writing Support, T299 Share Back, T299 Minilesson: Adverbs, T301 Minilesson: Pronouns, T300 Minilesson: Adverbs, T301 Common and Proper Nouns: Lessons 1-5; T360-T361 Unit 2: Minilesson: Analyze Precise Verbs, T134 Minilesson: Clarify Steps Using Strong Verbs, T150 Minilesson: Edit for Adverbs That Show Time and Manner, T283

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<p>L.3.1g) vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h) viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i) ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</p> <p>(Continued)</p>	<p>Independent Writing, T283 Writing Support, T283 Share Back, T283 Minilesson: Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences T284 Possible Teaching Point: Academic Vocabulary: Parts of Speech, T315 Lessons 2-5: Language & Conventions: Main Verbs and Helping Verbs, T342-T343</p> <p>(Continued)</p> <p>Unit 3: Lesson 1: Main Verbs and Helping Verbs, T80-T81 Possible Teaching Point: Language and Conventions: Simple Verb Tenses, T174 Lessons 2-5: Language & Conventions: Irregular Verbs, T280-T281 Minilesson: Edit for Subjective, Objective, and Possessive Pronouns, T290 Minilesson: Parts of Speech, T334 Lesson 1: Irregular Verbs, T344 Lessons 2-3, 5: Language & Conventions: Pronouns, T344-T345</p> <p>Unit 4: Minilesson: Explain the Use of Descriptive Language, T68 Lesson 1: Pronouns, T74 Lessons 2-5: Language & Conventions: Comparing with Adjectives, T282-T283 Minilesson: Parts of Speech, T340 Lessons 2-5: Language & Conventions: Adverbs, T350-T351 Lesson 1: Adjectives and Articles, T350</p> <p>Unit 5: Lesson 1: Adverbs, T76 Minilesson: Revise for Word Choice: Verbs, T214 Minilesson: Edit for Nouns, T288 Lessons 2-5: Language & Conventions: Pronoun-</p>

**A Correlation of myView Literacy, Grade 3, ©2010
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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 3
	<p>Antecedent Agreement, T280-T281 Lesson 1: Pronoun-Antecedent Agreement, T348 Lesson 2-5: Language & Convention: Comparing with Adjectives, T76-T77 Lesson 1: Comparing with Adjectives, T140 Lessons 2-5: Language & Convention: Comparing with Adverbs, T140-T141 Lesson 1: Comparing with Adverbs, T206 Lessons 2-5: Complex Sentences, T206-T207 Minilesson: Edit for Comparative and Superlative Adjectives, T289 Minilesson: Adjectives and Adverbs, T355</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)</p> <p>i. Capitalize appropriate words in titles. (CCSS: L.3.2a)</p> <p>ii. Use commas in addresses. (CCSS: L.3.2b)</p> <p>iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)</p> <p>iv. Form and use possessives. (CCSS: L.3.2d)</p> <p>v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)</p> <p>vi. Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)</p> <p>vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)</p>	<p>Unit 1: High-Frequency Words, T72 Lessons 1-5: Spelling Words with Syllable Pattern VC/CV, T78-T79 Lessons 1-3, 5: Spelling: Inflected Endings, T146-T147 Lesson 4: Spelling Words with Syllable Pattern VC/CV, T147 Lesson 4: Spelling: Inflected Endings, -s, -es, -ies, T209 Lessons 1-3, 5: Spelling: Base Words and Endings, T214-T215 Minilesson: Develop Dialogue, T224 How to Use a Glossary: T406-T407</p> <p>Unit 2: Lessons 1-3, 5: Spelling, Spell Syllable Patterns VC/V AND V/CV, T70-T71 High -Frequency Words, T132 Lessons 1-3, 5: Spelling r Controlled Vowels, T138-T139 Lessons 1-3, 5: Spelling: Spell Compound Words, T204-T205 Lessons 2-5: Language & Conventions: Singular Possessive Nouns, T206-T207 Lesson 1-3, 5: Spell Words with Syllable Patterns VCe, T272-T273 Lesson 1: Singular Possessive Nouns, T274 Minilesson: Edit for Singular, Plural, Common, and Proper Nouns, T282 High -Frequency Words, T336 Lesson 1: Plural Possessive Nouns, T342</p>

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(Continued)	<p>How to Use a Glossary: T388-T389</p> <p>(Continued)</p> <p>Unit 3: Minilesson: Related Words, T70 Lessons 1-3, 5: Spelling: Spell Abbreviations, T144-T145 Lessons 1-3, 5: Spelling: Spell Words with Suffixes, -ful, -y, -ness, T212-T213 Minilesson: Compose Dialogue, T223 Lesson 4: Spell Words with Suffixes, -ful, -y, -ness, T279 Minilesson: Edit for Capitalization, T286 Peer Review: Collaborate, T372 How to Use a Glossary, Minilesson, T390-T391</p> <p>Unit 4: Lessons 1-3, 5: Spelling: Spell r Controlled Words with ir, er, ur, ear, T72-T73 Lessons 1-3, 5: Spelling: Spell Words with the VCCCV Pattern, T138-T139 Lesson 1: Teach Latin Suffixes, T202 High-Frequency Words, T202 Lessons 1-3, 5: Spelling: Spell Latin Suffixes -able, -ible, -ation, T208-T209 Lessons 1-3, 5: Spelling: Words That Are Homographs, T280-T281 Lessons 1-3, 5: Spell Homophones, T348-T349 Minilesson: Edit for Capitalization, T290 Minilesson: Edit for Spelling, T357 How to Use a Glossary: T396-T397</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 5: Lessons 1-3, 5: Spelling: Vowel Patterns with ei and eigh, T138-T139 Possible Teaching Point: Word Study: Words with Suffix -en, T169 Possible Teaching Point: Word Study: Words with Suffix -en, T174 Possible Teaching Point: Word Study: Words with Suffix -en, T175 Lessons 1-3, 5: Spelling: Spell Words with Suffix -en, T204-T205 Lessons 1-3, 5: Spelling: Spell Words with the Schwa Sound, T278-T279 Lesson 4: Spell Words with Suffix -en, T279 Lessons 1-3, 5: Spelling: Spell Final Stable Syllables; -le, -ture, -ive, -ize, T346-T347 Language & Conventions: Edit for Commas, Lessons 2-3, T348-T349 Lessons 3-5: Language and Conventions: Edit for Commas, T348-T349 Peer Review, T376 How to Use a Glossary: T394-T395</p>

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<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)</p> <p>i. Choose words and phrases for effect. (CCSS: L.3.3a)</p> <p>ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)</p>	<p>Unit 1: Develop Vocabulary, T54-T55 Develop Vocabulary, T122-T123 Develop Vocabulary, T190-T191 Develop Vocabulary, T266-T267 Use Academic Words, T377</p> <p>Unit 2: Develop Vocabulary, T46-T47 Develop Vocabulary, T180 Apply, Writing Workshop, T271 Develop Vocabulary, T316-T317 Use Academic Words, T377</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T46 Develop Vocabulary, T54-T55 Develop Vocabulary, T188-T189 Develop Vocabulary, T254-T255 Use Academic Words, T361</p> <p>Unit 4: Develop Vocabulary, T48-T49 Develop Vocabulary, T184-T185 Develop Vocabulary, T256-T257 Minilesson: Use Tone and Voice, T206 Close Read: Monitor Comprehension, T311 Close Read: Identify Play Elements, T314 Use Academic Words, T367</p> <p>Unit 5: Develop Vocabulary, T50-T51 Develop Vocabulary, T114-T115 Minilesson: Use Voice, T276-T277 Teacher Led Options, Strategy Group, T324-T325 Use Academic Words, T365</p>

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<p>d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)</p>	<p>Unit 1: Problem, T157 Reflect and Share: Write to Sources, T134-T135 Reflect and Share: Write to Sources, T278-T279 Collaborate and Discuss: Customize It!, T382 Write for a Reader: Use Author’s Purpose, T356-T357</p> <p>Unit 2: Reflect and Share: Write to Sources, T126-T127 ELL Targeted Support: T145 Develop an Engaging Idea, T146 Reflect and Share, T192-T193 Reflect and Share, Write to Sources, T260-T261 Prepare for Assessment: Minilesson: T351 Collaborate and Discuss: Customize It!, T364</p> <p>Unit 3: Develop Plot, T88 Select a Genre, T156 Reflect and Share, Write to Sources, T200-T201 Reflect and Share, Write to Sources, T266-T267 Writing Assessment: Historical Fiction, T355 Explore and Plan: Argumentative Writing, T362</p> <p>Unit 4: Opinion Essay, T80 Reflect and Share, Write to Sources, T126-T127 Reflect and Share, Write to Sources, T268-T269 Writing Support, T359 Collaborate and Discuss, T372</p> <p>Unit 5: Reflect and Share, Write to Sources, T126-T127 Reflect and Share, Write to Sources, T192-T193 Reflect and Share, Write to Sources, T266-T267 Collaborate, T366 Collaborate and Discuss, T370</p>

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<p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p>	<p>Unit 1: Develop an Event Sequence, T223 Edit for Verbs, T367 Revise and Edit, T388 Peer Review, T388 Differentiated Support, T389</p> <p>Unit 2: Steps to Writing Independently, T75 Organize Ideas into Steps, T213 ELL Minilesson Support, T279 Revising for Coherence and Clarity, T281 Edit for Complete Sentences with Subject-Verb Agreement, T349</p> <p>Unit 3: Plan Your Historical Fiction Story, T90 Describe Events with Details, T224 Delete Ideas for Coherence and Clarity, T288 Edit for Punctuation Marks, T351 Peer Review: Collaborate, T372 Revise and Edit, T372 Differentiated Support, Intervention and Extend, T373</p> <p>Unit 4: Develop Reasons, T149 Revise Drafts by Adding Linking Words, T288 Revise Drafts by Adding Details, T289 Minilesson: Peer Edit, T291 Writing Support, T291 Minilesson: Use Peer and Teacher Suggestions, T292 Write for a Reader: Share a Message, T346-T347 Peer Review, T378</p> <p>Unit 5: Share Back, T215 Rearrange Ideas for Coherence and Clarity, T287 Edit for Punctuation Marks, T290 Edit for Adjectives and Adverbs, T355</p>

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	Revise for Coherence and Clarity, T354 Peer Review, T376 Revise and Edit, T376
f. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)	<p>Unit 2: Publish and Celebrate, T350</p> <p>Unit 3: Create an Audio Recording of a Story, T222 Minilesson: Publish and Celebrate, T352</p> <p>Unit 4: Use Technology, Minilesson: T220 Use Technology to Publish Writing, Minilesson: T356 Publish and Celebrate: Minilesson: T359</p> <p>Unit 5: Create an Audio Recording, T215 Minilesson: Create a Visual Display, T216 Minilesson: Publish and Celebrate, T356</p>
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.3.10)	<p>Unit 1: ELL Minilesson Support, T85 Independent Writing, T86, T88, T89, T154, T157 Plan Your Personal Narrative, T90 Select a Genre, T227 Writing Support, T368 Essential Question, T374</p> <p>Unit 2: Writing Workshop, T137 Independent Writing, T146, T147, T148, T149 Organize Steps into Sequence, T214 Writing Club, T217 Essential Question, T356</p> <p>Unit 3: Write for a Reader, T76 Independent Writing, T86, T87, T88, T89, 154, 155 Plan Your Historical Fiction Story, T90 Writing Club, T157 Essential Question, T358</p>

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(Continued)	(Continued) Unit 4: ELL Minilesson Support, T145 Independent Writing, T146, T147, T148, T149, T218 Writing Club, T221 Quick Write, T298 Essential Question, T364 Unit 5: Quick Write, T20 Independent Writing, T146, T148, T149, T214 Select a Genre, T217 Freewrite, T296 Essential Question, T362
Standard 4. Research Inquiry and Design	
1. Gather, interpret, and communicate information discovered during short research projects.	
Students Can:	
a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)	Unit 1: Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380 Unit 2: Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363 Unit 3: Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365 Unit 4: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371 Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364 Conduct Research: Bookmarking, T368
b. Interpret and communicate the information learned by developing a brief	Unit 1: Inquire/Introduce the Project, T376-T377

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summary with supporting details.	Conduct Research: Field Research, T380–T381 Unit 2: Explore and Plan: Informational Writing, T360–T361 Conduct Research: Library Databases, T362–T363 Unit 3: Explore and Plan: Argumentative Writing, T362–T363 Conduct Research: Search Engines, T364–T365 Refine Research: Paraphrasing and Quoting, T368–T369 Unit 4: Explore and Plan: Informational Writing, T368–T369 Conduct Research: Library of Congress, T370–T371 Unit 5: Explore and Plan: Argumentative Writing, T366–T367 Conduct Research: Bookmarking, T368–T369
c. Develop supporting visual information (for example: charts, maps, illustrations, models).	Unit 2: Extend Research: Include Visuals/Media, T368–T369 Unit 3: Extend Research: Incorporate Media, T370–T371 Unit 4: Extend Research: Include Images, T376–T377 Unit 5: Extend Research: Present a Slide Show, T374–T375
d. Present a brief report of the research findings to an audience.	Unit 1: Celebrate and Reflect, T390–T391 Unit 2: Celebrate and Reflect, T372–T373 Unit 3: Celebrate and Reflect, T374–T375 Unit 4:

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	Celebrate and Reflect, T380–T381 Unit 5: Celebrate and Reflect, T378–T379
e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)	Unit 1: Strategy Group: Analyze Plot and Setting, T60 Brainstorm and Set a Purpose, T89 Plan Your Personal Narrative, T90 Conduct Research: Field Research, T380-T381 Unit 2: Plan Your How-to Article, T82 Library Databases, T362 Unit 3: Brainstorm Ideas, T89 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371 Unit 4: Library of Congress, T370 Refine Research: Identifying Sources, T374-T375 Unit 5: Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369