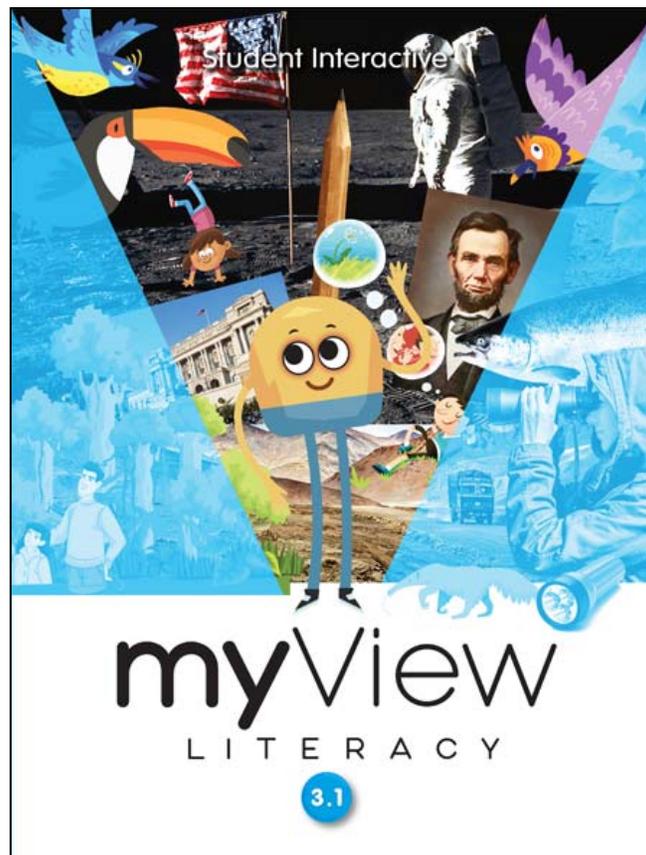


A Correlation of



Grade 3, ©2020

To the

**Massachusetts Curriculum Framework
2018 History and Social Science Framework
Grade 3**

SAVVAS

A Correlation of myView Literacy, Grade 3, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Massachusetts Curriculum Framework – History and Social Science Framework**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

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

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Grade 3 Content Standards	
Building on knowledge from previous years, students should be able to:	
Topic 1: Massachusetts cities and towns today and in history [3.T1] <i>Supporting Question: How can people get involved in government?</i>	
1. On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.	For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317
2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level P>The Land and the Town
Clarification statement: In grade 2, students were asked to interview adults about why they moved to a city or town.	
3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.	For supporting content please see: Unit 4: The House That Jane Built, T31-T47 Milton Hershey, Chocolate King, Town Builder, T167-T183 Cross-Curricular Perspectives, Social Studies, T170 Green City, T237-T255 Digital Resources: Leveled Readers>Guided Reading Level O>Creating Healthy Communities
Clarification statement: <i>In grade 1, students considered the meaning of being a member and leader of a group and how groups make decisions by voting.</i>	
a. classroom and school governments provide a	For opportunities to address this standard please

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<p>way for students to participate in making decisions about school activities and rules</p>	<p>see: Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p> <p>Digital Resources: Leveled Readers>Guided Reading Level O>Creating Healthy Communities</p>
<p>b. city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety</p>	<p>For supporting content please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p> <p>Digital Resources: Leveled Readers>Guided Level Reading N>Community Heroes >Guided Reading Level O>Creating Healthy Communities</p>
<p>c. Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees).</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>d. people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings)</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers >Guided Level Reading N>Community Heroes</p>

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	>Guided Reading Level O>Creating Healthy Communities
e. people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote	Digital Resources: Leveled Readers >Guided Level Reading N>Community Heroes >Guided Reading Level O>Creating Healthy Communities
f. people who own property, such as a house, condominium or commercial building, in a city or town contribute to community services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance.	For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243
Topic 2. The geography and Native Peoples of Massachusetts [3.T2] Supporting Question: How did Native Peoples live in New England before Europeans arrived?	
1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).	For supporting content please see: Unit 1: Map, T246, T259 Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317
2. On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).	For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317 Digital Resources:

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	Leveled Readers>Guided Reading Level L>Living in Different Environments
Clarification statement: <i>These standards are designed to be a transition from grade 2, when students learned about map components and the difference between physical geography and political geography.</i>	
3. Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.	
a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level L>Living in Different Environments Guided Reading Level M>Inuit Life >Guided Reading Level P>The Land and the Town
b. the locations of tribal territories in the state.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
c. physical features and their influence on the locations of traditional settlements	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
d. contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, <i>wampum</i> , and useful knowledge of medicinal plants, words such as <i>powwow</i> and <i>moccasin</i> , and many names for waterways, hills, mountains, islands and place names, such as the <i>Connecticut</i> and <i>Merrimack Rivers</i> , <i>Mount Wachusett</i> , the <i>Taconic Range</i> , <i>Nantucket</i> , <i>Natick</i> , <i>Seekonk</i> , <i>Agawam</i> , <i>Chicopee</i>)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Topic 3: European explorers' first contacts with Native Peoples in the Northeast [3.T3]	
<i>Supporting Question: How did European explorers describe the Northeast and its Native Peoples?</i>	
1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level N>The Great Adventure >Guided Reading Level P>The Land and the Town

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2. Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level N>The Great Adventure
3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities [3.T4]	
<i>Supporting Question: What were the challenges for women and men in the early years in Plymouth?</i>	
1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.	
a. the purpose of the Mayflower Compact and the principle of self-government	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
b. challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]	
<i>Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?</i>	
1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims	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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of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).	
2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip’s War).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.	
a. the fishing and shipbuilding industries	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as	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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sugar and cotton produced by slave labor to be sold in the colonies and in Europe	
c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Topic 6. Massachusetts in the 18th century through the American Revolution [3.T6]	
<i>Supporting Questions: Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?</i>	
1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha's Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Clarification statement: <i>Students should focus on researching the diverse people who lived in their city or town and their activities in the period just before the Revolution.</i>	
2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	
Clarification statement: <i>Students should understand that in the 1770s leaders of the Massachusetts colonists were angered by a series of events and taxes they believed unfair. This standard focuses primarily on Massachusetts. Students will study how the Revolution affected other colonies in grade 5.</i>	
a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples	For opportunities to address the standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>The Midnight Ride
c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea	For opportunities to address the standard please see:

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Party, designed to punish colonists	Digital Resources: Leveled Readers>Guided Reading Level M>The Midnight Ride
d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
e. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem	For opportunities to address the standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>The Midnight Ride
f. the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3. Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.	For opportunities to address the standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>The Midnight Ride
4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.	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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<p>Clarification Statement: <i>This look at the Founding Documents needs to be taught in a developmentally appropriate way, as the first building block to later study in more detail in grades 5, 8, and high school. To make the writing of the Constitution have direct meaning to third graders, teachers can ask students to discuss and collaborate on writing rules for the classroom and school (a constitution) and a companion document that states their rights as members of the class and school (a declaration of rights). Through discussion, students should come to understand that sets of rules (and constitutions) are often not perfect and may need to be improved. They should also grasp that the Founders provided a process for adding new Amendments so that the Constitution could grow and change along with the nation.</i></p>	
<p>5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>