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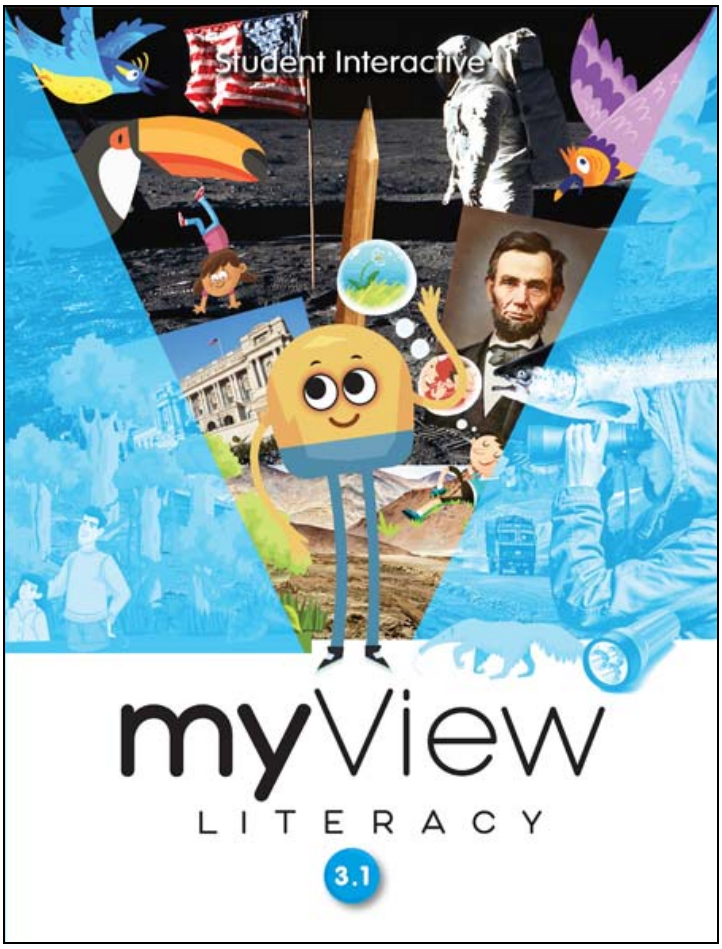

To the

Massachusetts Science and Technology/Engineering Curriculum Framework Grade 3

SAVVAS

A Correlation of myView Literacy, ©2020 to the
Massachusetts Science and Technology/Engineering Curriculum Framework

Introduction

This document demonstrates how ***myView Literacy,* ©2020** meets the ***Massachusetts Science and Technology/Engineering Curriculum Framework***. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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2016 Massachusetts Science and Technology/Engineering Curriculum Framework	myView Literacy Grade 3, ©2020
Grade 3	
Grade 3: Earth and Space Sciences	
ESS2. Earth's Systems	
3-ESS2-1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.	**Unit 1:** **Selections** Read Aloud: "Feeling the Cold" T166–T167 Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: "Surviving in the Four Corners" T234–T235 Read: *Living in Deserts* T243–T265 **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, U1: T254 (Sahara Desert) Compare Across Texts: Environments, U1: T374–T375 **Unit 5:** **Selections** Read Aloud: "Hurricane Force" T94–T95 Primary Source: The Dust Bowl T222–T223 Read Aloud: "Black Blizzards" T224–T225 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T46 (Arctic Environment) Cross-Curricular Perspectives: Science, U5: T237, T252 (Flooding) Cross-Curricular Perspectives: Science, U5: T245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, U5: T362–T363 **Digital Resources:** ***Unit 1***>Leveled Readers> All-Weather Friends (Realistic Fiction) >Living in Different Environments (Informational Text) >Inuit Life (Procedural) ***Unit 2***>Leveled Readers>Arctic Plants and Animals (Informational Text) ***Unit 5***>Leveled Readers>Ice Ages (Informational Text) >Tornado Tom (Realistic Fiction) >Watching the Weather (Informational Text)

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Clarification Statements:	
• Examples of weather data could include temperature, amount and type of precipitation (e.g., rain, snow), wind direction, and wind speed.	
• Graphical displays should focus on pictographs and bar graphs.	
3-ESS2-2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.	**Unit 1:** **Selections** Diagram: Exploring a Rainforest Environment T164–T165 Read Aloud: "Feeling the Cold" T166–T167 Infographic: How Do People Survive in an Environment? T232–T233 Read: *Living in Deserts* T243–T265 **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, U1: T32 (India's Environment) Cross-Curricular Perspectives: Social Studies, U1: T254 (Sahara Desert) **Unit 2:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T172 (Dormant Plants in Winter) **Unit 5:** **Selections** Read Aloud: "The Amazing Rainforest" T22–T23 Read: *Deep Down and Other Extreme Places to Live* T32–T49 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T46 (Arctic Environment) Cross-Curricular Perspectives: Science, U5: T110 (Hawaiian Islands) Cross-Curricular Perspectives: Science, U5: T245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, U5: T362–T363 **Digital Resources:** ***Unit 1***>Leveled Readers> All-Weather Friends (Realistic Fiction) >Living in Different Environments (Informational Text) >Inuit Life (Procedural) ***Unit 2***>Leveled Readers>Arctic Plants and Animals (Informational Text) > Earth Environments (Informational Text) ***Unit 2***>Leveled Readers> he Australian Outback (Informational Text) >Watching the Weather (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 3, ©2020**
Clarification Statement:	
• Examples of information can include climate data (average temperature, average precipitation, average wind speed) or comparative descriptions of seasonal weather for different regions.	
State Assessment Boundary:	
• An understanding of climate change is not expected in state assessment.	
ESS3. Earth and Human Activity	
3-ESS3-1. Evaluate the merit of a design solution that reduces the damage caused by weather.*	**Unit 1:** **Selections** Infographic: How Do People Survive in an Environment? T232–T233 **Unit 5:** **Selections** Read: *Deep Down and Other Extreme Places to Live* T32–T49 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T46 (Arctic Environment) **Digital Resources:** ***Unit 1***>Leveled Readers>Living in Different Environments (Informational Text) >Inuit Life (Procedural) ***Unit 5***>Leveled Readers> The Australian Outback (Informational Text) >Watching the Weather (Informational Text)
Clarification Statement:	
• Examples of design solutions to reduce weather-related damage could include a barrier to prevent flooding, a wind-resistant roof, and a lightning rod.	
State Assessment Boundary:	
• Identification of specific fossils or specific present-day plants and animals, dynamic processes, or genetics are not expected in state assessment.	
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.	**Unit 1:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments) Cross-Curricular Perspectives: Social Studies, U1: T41 (Tigers) Cross-Curricular Perspectives: Social Studies, U1: T184 (Cuban Crocodile)

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(Continued)	(Continued) **Unit 2:** **Selections** Read Aloud: “Dance of the Bees” T22–T23 Read: *Weird Friends: Unlikely Allies in the Animal Kingdom* T100–T113 Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: *Welcome Back, Wolves!* T233–T239 Read Paired 2: *Wolves Don’t Belong in Yellowstone* T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T37 (Ladybugs) Cross-Curricular Perspectives: Science, U2: T100 (Foodchain) Cross-Curricular Perspectives: Science, U2: T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, U2: T112 (Species Helping Species) Cross-Curricular Perspectives: Science, U2: T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, U2: T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, U2: T237 (Elks) Cross-Curricular Perspectives: Science, U2: T307 (Ocean Habitat) Cross-Curricular Perspectives: Science, U2: T310 (Bird Migrations) **Digital Resources:** ***Unit 2***>Leveled Readers> Animals of the Everglades (Informational Text) >Bees Around the World (Informational Text) >Hummingbird’s Garden (Animal Fantasy) >Tree Dwellers (Informational Text) > What’s for Dinner? (Informational Text)

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Clarification Statements:	
• Examples can include rose bushes of the same species, one with slightly longer thorns than the other which may prevent its predation by deer, and color variation within a species that may provide advantages so one organism may be more likely to survive and therefore more likely to produce offspring.	
• Examples of evidence could include needs and characteristics of the organisms and habitats involved.	
3-LS4-3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.	**Unit 1:** **Selections** Diagram: Exploring a Rainforest Environment T164–T165 Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: “Surviving in the Four Corners” T234–T235 Read: *Living in Deserts* T243–T265 **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments) Cross-Curricular Perspectives: Social Studies, U1: T251 (Humans Adapt to the Environment) Compare Across Texts: Environments, U1: T374–T375 **Unit 2:** **Selections** Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: *Welcome Back, Wolves!* T233–T239 Read Paired 2: *Wolves Don’t Belong in Yellowstone* T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 **Unit 5:** **Selections** Read: *Deep Down and Other Extreme Places to Live* T32–T49 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T46 (Arctic Environment) Compare Across Texts: Extreme Places and Natural Events Effect People, U5: T362–T363

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(Continued)	(Continued) **Digital Resources:** ***Unit 1***>Leveled Readers> Arctic Plants and Animals (Informational Text) >Inuit Life (Procedural) >Living in Different Environments (Informational Text) ***Unit 2***>Leveled Readers> African Adventures (Realistic Fiction) >Animals of the Everglades (Informational Text) >Bees Around the World (Informational Text) >Hummingbird's Garden (Animal Fantasy) > Relationships in Nature (Informational Text) >Staying Alive (Informational Text) animals) >Tree Dwellers (Informational Text)
Clarification Statement:	
• Examples of evidence could include needs and characteristics of the different organisms (species) and habitats involved.	
3-LS4-4. Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.	**Unit 1:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, U1: T261 (Humans Affect the Environment) Research Project: Write Letter to Improve Park Safety, U1: T376–T389 **Unit 2:** **Selections** Diagram: Plants and Animals Need Each Other T290–T291 **Unit 3:** **Selections** Read: *Mama Miti: Wangari Maathai and the Trees of Kenya* T241–T253 **Unit 5:** **Selections** Read: *Deep Down and Other Extreme Places to Live* T32–T49 Map: When Earth Changes . . . T92–T93 Read Aloud: "Hurricane Force" T94–T95 Primary Source: The Dust Bowl T222–T223 Read Aloud: "Black Blizzards" T224–T225 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T237, T252 (Flooding) Compare Across Texts: Extreme Places and Natural Events Effect People, U5: T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, U5: T364–T379

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(Continued)	(Continued) **Digital Resources:** ***Unit 1***>Leveled Readers>Pollution (Informational Text) >Seeds of Peace and Hope (Informational Text) ***Unit 2***>Leveled Readers>Earth Environments (Informational Text) >Slime in the Lake (Science Fiction) >Staying Alive (Informational Text) animals) ***Unit 5***>Leveled Readers>Changing Habitats (Informational Text)
Clarification Statements:	
• Changes should include changes to landforms, distribution of water, climate, and availability of resources.	
• Changes in the habitat could range in time from a season to a decade.	
• While it is understood that ecological changes are complex, the focus should be on a single change to the habitat.	
3-LS4-5(MA). Provide evidence to support a claim that the survival of a population is dependent upon reproduction.	**Unit 2:** **Selections** Read Aloud: “Dance of the Bees” T22–T23 Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: *Welcome Back, Wolves!* T233–T239 Read Paired 2: *Wolves Don’t Belong in Yellowstone* T241–T247 Read Aloud: “Amazing Monarchs” T292–T293 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T100 (Foodchain) Cross-Curricular Perspectives: Science, U2: T172 (Dormant Plants in Winter) Cross-Curricular Perspectives: Science, U2: T173 (Ecosystems) **Unit 5:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T313 (Wild Boars) Cross-Curricular Perspectives: Science, U5: T315 (Red Fox) **Digital Resources:** ***Unit 2***>Leveled Readers>Bees Around the World (Informational Text) >Staying Alive (Informational Text) animals)

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State Assessment Boundary:	
• Details of reproduction are not expected in state assessment.	
Grade 3: Physical Science	
PS2. Motion and Stability: Forces and Interactions	
3-PS2-1. Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.	Teachers can introduce this objective with the following: **Unit 3:** **Selections** Primary Source: First Steps on the Moon T20–T21 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U3: T43 (Motion Sickness) **Unit 5:** **Selections** Read Aloud: “Hurricane Force” T94–T95 Read: *Earthquakes, Eruptions, and Other Events that Change Earth* T104–T113 **Digital Resources:** ***Unit 5***>Leveled Readers>Climbing Mountains (Informational Text)
Clarification Statements:	
• Descriptions of force magnitude should be qualitative and relative.	
• Force due to gravity is appropriate but only as a force that pulls objects down.	
State Assessment Boundaries:	
• Quantitative force magnitude is not expected in state assessment.	
• State assessment will be limited to one variable at a time: number, size, or direction of forces.	
3-PS2-3. Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other.	**Unit 3:** **Selections** Primary Source: First Steps on the Moon T20–T21 **Unit 4:** **Selections** Time Line: Changing the World with One Idea T226–T227 (Computer Programs) **Leveled Readers** Scientific Breakthroughs (Informational Text) **Digital Resources:** ***Unit 5***>Leveled Readers>Plug Into the Sun (Realistic Fiction)

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Clarification Statement:	
• Focus should be on forces produced by magnetic objects that are easily manipulated.	
3-PS2-4. Define a simple design problem that can be solved by using interactions between magnets.*	Teachers can introduce this objective with the following: **Unit 4:** **Selections** Time Line: Changing the World with One Idea T226–T227 (Computer Programs) **Leveled Readers** Scientific Breakthroughs (Informational Text) **Digital Resources:** ***Unit 5***>Leveled Readers>Plug Into the Sun (Realistic Fiction)
Clarification Statement:	
• Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.	
[3-PS2-2 from NGSS is not included.]	
Grade 3: Technology/Engineering	
ETS1. Engineering Design	
3.3-5-ETS1-1. Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet.*	**Unit 3:** **Selections** Read: *Mama Miti: Wangari Maathai and the Trees of Kenya* T241–T253 **Unit 4:** **Selections** Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: *Green City* T237–T255 **Digital Resources:** ***Unit 1***>Leveled Readers>In Short Supply (Informational Text) ***Unit 4***>Leveled Readers> Creating Healthy Communities (Informational Text) >Scientific Breakthroughs (Informational Text) ***Unit 5***>Leveled Readers>Plug Into the Sun (Realistic Fiction)

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3.3-5-ETS1-2. Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem.*	**Unit 3:** **Selections** Read: *Mama Miti: Wangari Maathai and the Trees of Kenya* T241–T253 **Unit 4:** **Selections** Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: *Green City* T237–T255 **Digital Resources:** ***Unit 1***>Leveled Readers>In Short Supply (Informational Text) ***Unit 4***>Leveled Readers> Creating Healthy Communities (Informational Text) >Scientific Breakthroughs (Informational Text) ***Unit 5***>Leveled Readers>Plug into the Sun (Realistic Fiction)
Clarification Statement:	
• Examples of design problems can include adapting a switch on a toy for children who have a motor coordination disability, designing a way to clear or collect debris or trash from a storm drain, or creating safe moveable playground equipment for a new recess game.	
3.3-5-ETS1-4(MA). Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.*	Teachers can introduce this objective with the following: **Unit 4:** **Selections** Time Line: Changing the World with One Idea T226–T227 (Computer Programs) **Digital Resources:** ***Unit 4***>Leveled Readers> Scientific Breakthroughs (Informational Text) ***Unit 5***>Leveled Readers>Plug into the Sun (Realistic Fiction)