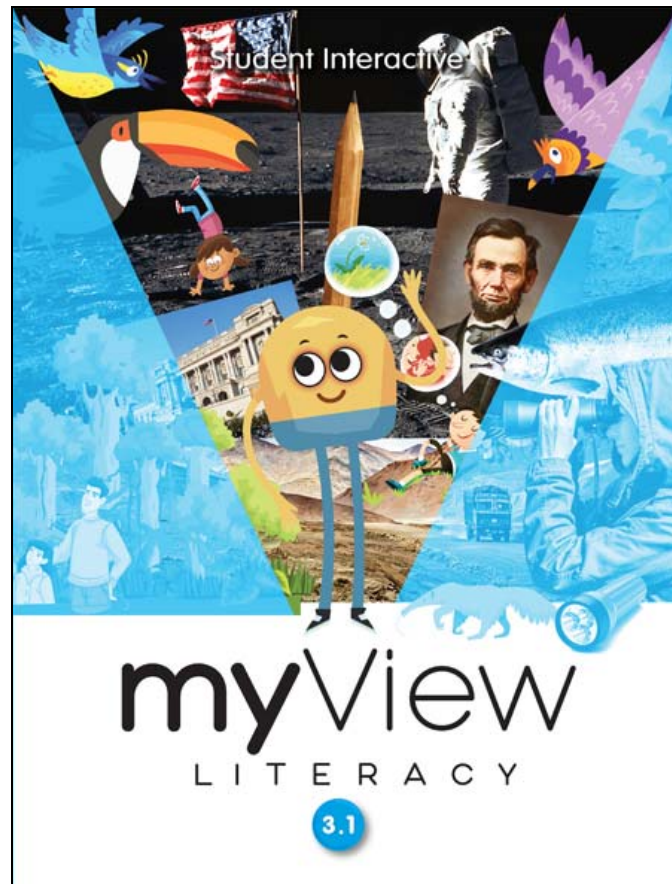


A Correlation of



Grade 3, ©2020

To the

**Minnesota Academic Standards
English Language Arts
Grade 3**

SAVVAS

A Correlation of myView Literacy, Grade 3, ©2020 to the Minnesota Academic Standards in English Language Arts

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Minnesota Academic Standards in English Language Arts**. 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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R Reading	
RL Literature	
Key Ideas and Details	
RL.3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Unit 1: Close Read: Ask and Answer Questions, T110 First Read: Generate Questions, T110 Close Read: Ask and Answer Questions, T113 First Read: Generate Questions, T114 Close Read: Ask and Answer Questions, T117 First Read: Generate Questions, T118 Close Read: Ask and Answer Questions, T120 First Read: Generate Questions, T120 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</p> <p>Unit 3: First Read: Generate Questions, T33 First Read: Generate Questions, T48 First Read: Respond, T52 First Read: Generate Questions, T53 First Read: Generate Questions, T118 Read, Generate Questions, T172 First Read: Generate Questions, T175 First Read: Generate Questions, T310</p> <p>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 Read: T308</p> <p>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</p>
RL.3.1.2.2 Recount stories, including fables,	Unit 1:

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<p>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.</p>	<p>Traditional Tales, T22 Minilesson: Describe, T100 Folktale, T100 Strategy Group: IDENTIFY FOLKTALES, T104 Possible Teaching Point: Read Like a Writer: Author's Craft, T108 My View, T122 Strategy Group: INFER THEME, T128 Minilesson: Write to Sources, T134 Minilesson: Myth, T312 Identify Myths, T314-T315 Strategy Group: IDENTIFY MYTH, T316 Unit 3: My View, T54 Unit 4: Minilesson: Explain Author's Message, T344 Minilesson: Narrative Nonfiction: T230 Unit 5: Traditional Tales, T298 Minilesson: Fable, T300 Strategy Group: IDENTIFY FABLES, T304 Close Read: Infer Theme, T316</p>
<p>RL.3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Unit 1: Close Read: Analyze Plot and Setting, T50 Minilesson: Setting and Sequence of Events, T88 Close Read: Analyze Characters, T181 Close Read: Analyze Characters, T184 First Read: Connect, T184 Unit 3: Close Read: Make Connections, T112 Close Read: Analyze Characters, T114 Close Read: Analyze Characters, T116 Close Read: Analyze Characters, T119 Minilesson: Plot: Establish a Problem, T154 Unit 4: Guided Reading Instruction Prompts: Analyze Characters, T304 Unit 5: Minilesson: Evaluate Details, T330</p>
<p>Craft and Structure</p>	
<p>RL.3.1.4.4 Determine the meaning of words and</p>	<p>Unit 1:</p>

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<p>phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</p>	<p>Whole Group, T125 Strategy Group: Develop Vocabulary, T336 Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T41 Possible Teaching Point: Read Like a Writer: Mood, T175 Possible Teaching Point: Read Like a Writer: Author's Purpose, T185 Possible Teaching Point: Read Like a Writer: Author's Craft, T246 Unit 4: 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: Vocabulary in Context, T245 Close Read: Vocabulary in Context, T248</p>
<p>RL.3.1.5.5 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.</p>	<p>Unit 1: Close Read, Analyze Text Features: T244 Unit 3: Poetry, Minilesson, T300-T301 Unit 4: 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 Unit 5: Revise for Structure. Minilesson, T286 Minilesson, Model and Practice, T287</p>
<p>RL.3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Unit 4: Close Read, Distinguish Viewpoint, T238 Close Read, Distinguish Viewpoint, T251</p>

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	Distinguish Viewpoint, Minilesson, T260 Distinguish Viewpoint: Apply, T261 Unit 5: Close Read: Analyze Point of View, T239 Close Read: Analyze Point of View, T243 Analyze Point of View, T258-T259
Integration of Knowledge and Ideas	
RL.3.1.7.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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 Unit 5: First Read: Respond, T240
RL.3.1.8.8 (Not applicable to literature)	
RL.3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Unit 3: 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
Range of Reading and Level of Text Complexity	
RL.3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the	Unit 1: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T102

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grades 2-3 text complexity band independently and proficiently.	Matching Texts to Learning, T170 Matching Texts to Learning, T314-T315 Unit 2: Matching Texts to Learning, T26-T27 Matching Texts to Learning, T2T94-T95 Matching Texts to Learning, T162 Matching Texts to Learning, T228-T229 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 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 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
RL.3.1.10.10.a Self-select texts for personal enjoyment, interest, and academic tasks.	This standard is met throughout the program. See the following representative citations: Unit 1: Independent Reading: T13, T125, T277, T349 Unit 2: Independent Reading: T53, T183, T299 Unit 3: Independent Reading: T29, T171, T325 Unit 4: Independent Reading: T63, T187, T335 Unit 5: Independent Reading: T53, T195, T231, T333
RI Informational Text	
Key Ideas and Details	
RI.3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 1: Read, T242 First Read: Generate Questions, T245

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	First Read: Generate Questions, T249 First Read: Generate Questions, T265 Unit 2: First Read: Generate Questions, T35 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 Unit 3: 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 First Read: Generate Questions, T33 First Read: Generate Questions, T44 First Read: Notice, T102 First Read: Generate Questions, T103 First Read: Respond, T105 First Read: Generate Questions, T108 First Read: Respond, T113 Ask and Answer Questions, T163 Ask and Answer Questions, T192-T193 First Read: Generate Questions, T240 First Read: Generate Questions, T244 Unit 5: First Read: Generate Questions, T43 First Read: Generate Questions, T169 Close Read: Monitor Comprehension, T169
RI.3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Unit 2: Minilesson: Main Idea and Key Details, T24 Close Read: Identify Main Idea and Details, T32 Close Read: Identify Main Idea and Details, T34 Close Read: Identify Main Idea and Details, T45 Possible Teaching Point: Read Like a Writer:

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	<p>Author's Craft, T45 Check for Understanding, T47 Minilesson: Main Idea and Key Details, T50 Strategy Group: Identify Main Idea and Details, T52 Possible Teaching Point: Read Like a Writer: Author's Craft, T45 Check for Understanding, T47 Close Read: Evaluate Details, T110 Close Read: Evaluate Details, T112</p> <p>Unit 3: Close Read: Summarize Informational Text, T252 Minilesson: Summarize Informational Text, T262 Strategy Group: SUMMARIZE INFORMATIONAL TEXT, T264</p> <p>Unit 4: Wrap-Up: Idea Web, T23 First Read: Connect, T34 First Read: Respond, T46 Biography, T94 Minilesson: Main Idea and Key Details, T94 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 Strategy Group: IDENTIFY MAIN IDEA AND KEY DETAILS, T120 Whole Group, T121</p> <p>Unit 5: First Read: Notice, T46 Guided Reading Instruction Prompts, T303 Close Read, Evaluate Details, T308 Close Read, Evaluate Details, T312 Close Read, Evaluate Details, T319 Evaluate Details, T330-T331</p>
<p>RI.3.2.3.3 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.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T37 Cross-Curricular Perspectives: Social Studies, T38 Cross-Curricular Perspectives: Social Studies, T41 Cross-Curricular Perspectives: Social Studies, T53</p> <p>Unit 2: First Read: Connect, T108 First Read: Connect, T110</p>

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	<p>Minilesson: Use Cause-and-Effect Text Structure, T338</p> <p>Unit 3:</p> <p>Minilesson: Historical Fiction, T24</p> <p>Cross-Curricular Perspectives: Science, T43</p> <p>Cross-Curricular Perspectives: Science, T44</p> <p>Close Read: Summarize Informational Text, T246</p> <p>Close Read: Summarize Informational Text, T251</p> <p>Analyze Text Structure, T258-T259</p> <p>Unit 4:</p> <p>Cross-Curricular Perspectives: Social Studies, T45</p> <p>Cross-Curricular Perspectives: Social Studies, T170</p> <p>ELL Targeted Support, T176</p> <p>Cross-Curricular Perspectives: Social Studies, T182</p> <p>Unit 5:</p> <p>Explore Maps, T92</p> <p>Close Read: Analyze Text Structure, T168</p> <p>Close Read: Monitor Comprehension, T174</p>
Craft and Structure	
RI.3.2.4.4 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>Unit 1:</p> <p>Preview Vocabulary, T242-T243</p> <p>ELL Targeted Support, T247</p> <p>Close Read: Analyze Text Features, T262</p> <p>Develop vocabulary, T266</p> <p>Unit 2:</p> <p>Possible Teaching Point: Read Like a Writer: Author's Craft, T101</p> <p>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103</p>

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	<p>Possible Teaching Point: Academic Vocabulary: Figurative Language, T243 Possible Teaching Point: Academic Vocabulary: Figurative Language, T246</p> <p>Unit 3: Language of the Genre, T234 Minilesson: Develop Vocabulary, T254 Academic Vocabulary, T296 Use Academic Words, T361</p> <p>Unit 5: Possible Teaching Point: Academic Vocabulary: Related Words, T35 Use Academic Words, T365</p>
<p>RI.3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>(Continued)</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</p> <p>(Continued)</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T105 Whole Group: T295</p> <p>Unit 3: Search Engines, T364</p> <p>Unit 4: First Read: Notice, T170 First Read: Notice, T176 Cross-Curricular Perspectives: Social Studies, T317</p> <p>Unit 5:</p>

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	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
RI.3.2.6.6 Distinguish their own point of view from that of the author of a text.	Unit 4: 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
Integration of Knowledge and Ideas	
RI.3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Unit 1: Explore the Map, T20 First Read: Notice, T44 Minilesson: Analyze Graphic Features, T142 Minilesson: Use Graphic Features, T144 Unit 2: Read Like a Writer, Explain the Use of Graphic Features, T66 Minilesson: Analyze Illustrations, T184 Small Group: Analyze Illustrations, T187 Whole Group, T189 Explore the Diagram, T290 Unit 3:

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	<p>First Read: Connect, T250</p> <p>Unit 4: 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> <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 Possible Teaching Point, T173 Possible Teaching Point, T177 Minilesson: Explain Use of Text Structure, T200 Minilesson: Use Text Structure, T202</p>
<p>RI.3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Unit 1: Minilesson: Informational Texts, T236</p> <p>Unit 2: Minilesson: Text Structure, T92 Close Read: Analyze Text Structure, T103 Read Like a Writer: Analyze Text Structure</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</p> <p>Unit 4: Minilesson: Identify Biography, T24 Strategy Group: Identify Biography, T28 Close Read: Analyze Text Structure, T35</p>

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	<p>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 Unit 5: 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</p>
<p>RI.3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Unit 1: Compare Across Texts, T374-T375 Unit 2: Strategy Group: Compare Texts, T128 Strategy Group: Compare Texts, T194 Compare and Contrast Texts, T229 Close Read: Compare and Contrast Texts, T235 Compare and Contrast Texts, T258-T259 Unit 4: Strategy Group: COMPARE TEXTS, T198 Compare Across Texts, T364 Compare Across Texts, T364-T365 Unit 5: Strategy Group: COMPARE TEXTS, T64 Whole Group, T65</p>

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Range of Reading and Level of Text Complexity	
RI.3.2.10.10 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.	<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, T2T94-T95 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, T236 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, T232 Matching Texts to Learning, T304</p>
(Continued)	(Continued) <p>Unit 5: 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</p>
RI.3.2.10.10.a Self-select texts for personal enjoyment, interest, and academic tasks.	This standard is met throughout the program. See the following representative citations: <p>Unit 1: Independent Reading: T13, T125, T277, T349</p> <p>Unit 2: Independent Reading: T53, T183, T299</p> <p>Unit 3: Independent Reading: T29, T171, T325</p> <p>Unit 4:</p>

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	Independent Reading: T63, T187, T335 Unit 5: Independent Reading: T53, T195, T231, T333
RF Foundational Skills	
Phonics and Word Recognition	
RF.3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3.0.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	Unit 1: Academic Vocabulary, Related Words, T42 Academic Vocabulary, Related Words, T45 Academic Vocabulary: Related Words, T70-T71 Unit 2: Possible Teaching Point: Academic Vocabulary, Related Words, T35 Minilesson: Related Words, T62-T63 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-,

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	<p>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 Unit 4: Possible Teaching Point: Academic Vocabulary, Related Words, T36 Minilesson: Related Words, T64-T65 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 Unit 5: Minilesson: Related Words, T66-T67 ELL Language Transfer: Affixes, T66 Word Study: Words with Suffix -en, T174 Word Study: Words with Suffix -en, T175 LESSONS 1-5: Teach Words with Suffix -en, T198-T199</p>
RF.3.3.0.3.b Decode words with common Latin suffixes.	<p>Unit 4: 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</p>
RF.3.3.0.3.c Decode multisyllable words.	<p>Unit 1: Possible Teaching Point: Word Study: Syllable Pattern VC/CV, T34 Possible Teaching Point: Word Study: Syllable Pattern VC/CV, T52 ELL Language Transfer: Multisyllabic Words, T376 Unit 4: LESSONS 1-5: Teach r-Controlled Vowels ir, er, ur, ear, T66-T67 Unit 5:</p>

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RF.3.3.0.3.d Read grade-appropriate irregularly spelled words, including high-frequency words.	Unit 2: Minilesson: Related Words, T62 Lessons 2-5: Irregular Plural Nouns, T140-T141 Unit 3: 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 Unit 4: LESSONS 1-5: Teach r-Controlled Vowels ir, er, ur, ear, T66-T67
Fluency	
RF.3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.3.3.0.4.a Read grade-level text with purpose and understanding.	Unit 1: Read, T30 Read, T106 Read, T174 Read, T242 Read, T318 Unit 2: Read and Compare, T30 Read, T98 Read, T166 Read, T232 Read and Compare, T240 Read, T300 Unit 3: Read, T30 Read, T106 Read, T172 Read, T240 Read, T306

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	<p>Unit 4: Read, T30 Read, T100 Read, T166 Read, T236 Read, T308</p> <p>Unit 5: Read, T30 Read, T102 Read, T166 Read, T232 Read, T306</p>
<p>RF.3.3.0.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</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 Fluency: Prosody/Oral Reading Rate and Accuracy, T258</p> <p>Unit 3: Fluency: Expression/Oral Reading Rate and Accuracy, T56 Fluency: Prosody/Oral Reading Rate and Accuracy,</p>

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	<p>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, T326 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</p>
<p>RF.3.3.0.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 1: 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 Unit 2: Academic Vocabulary, Context Clues, T169 Academic Vocabulary, Context Clues, T175 Academic Vocabulary: Context Clues, T196-T197 Unit 3: Close Read: Vocabulary in Context, T34 Academic Vocabulary, Context Clues, T177 Minilesson: Context Clues, T204-T205 Unit 4: Academic Vocabulary, Context Clues, T175 Academic Vocabulary, Context Clues, T177 Academic Vocabulary, Context Clues, T178 Academic Vocabulary: Context Clues, T200-T201 Unit 5: Academic Vocabulary, Context Clues, T168 Academic Vocabulary, Context Clues, T171</p>

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	Academic Vocabulary, Context Clues, T196-T197
W Writing	
Text Types and Purposes	
W.3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.6.1.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p>Unit 2: Minilesson: Write to Sources, T260</p> <p>Unit 3: Collaborate and Discuss, T366-T367</p> <p>Unit 4: Independent Writing, T146 Opinion Essay, T352-T361</p> <p>Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366-T367</p>
W.3.6.1.1.b Provide reasons that support the opinion.	<p>Unit 2: Write to Sources: Apply, T260-T261</p> <p>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 Organize Supporting Facts, T218 Independent Writing, T218 Minilesson: Prepare for Assessment, T359</p> <p>Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366 Next Steps, T369</p>
W.3.6.1.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<p>Unit 3: Analyze Student Model, T366</p> <p>Unit 4: Minilesson: Revise by Adding Linking Words, T288</p>

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	Writing Support, T288 Share Back, T288 Independent Writing, T288
W.3.6.1.1.d Provide a concluding statement or section.	<p>Unit 3: Minilesson: Talk About It, T200 Analyze Student Model, T366</p> <p>Unit 4: ELL Minilesson Support, T215 Minilesson: Compose a Conclusion, T219</p>
W.3.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.6.2.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<p>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</p> <p>Unit 3: Write for a Reader: Use Illustrations, T76-T77 Minilesson: Develop an Introduction, T220</p> <p>Unit 4: Write for a Reader: Use Graphic Features, T136-T137 Extend Research: Include Images 376-T377</p> <p>Unit 5: Write for a Reader: Use Graphic Features, T136-T137</p>
W.3.6.2.2.b Develop the topic with facts, definitions, and details.	<p>Unit 2: Independent Writing, T80 Minilesson: Compose Facts and Details, T80 Writing Support, T80</p>

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	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
W.3.6.2.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	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 Unit 3: Close Read: Analyze Text Structure, T247
W.3.6.2.2.d Provide a concluding statement or section.	Unit 2: Steps to Writing Independently, T209 Minilesson: Develop and Compose a Conclusion, T216 Writing Club, T216 Assessment, T352 Writing Assessment, T353
W.3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	
W.3.6.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	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 Unit 3: Minilesson: Develop Plot, T88

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	Writing Support, T152 Minilesson: Compose Characters, T152 Independent Writing, T152
W.3.6.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	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 Unit 3: Minilesson: Compose Characters, T152 Minilesson: Compose Dialogue, T223 Share Back, T223 Unit 4: Strategy Group: IDENTIFY DRAMA, T306
W.3.6.3.3.c Use temporal words and phrases to signal event order.	Unit 1: Compose a Setting, T156 Steps to Writing Independently, T219 ELL Targeted Support: T221 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

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W.3.6.3.3.d Provide a sense of closure.	<p>Unit 1: Resolution, T158 Compose a Conclusion, T226 Assessment, T370</p> <p>Unit 3: Minilesson: Plot: Plan a Resolution, T155 Draft an Event Sequence, T221</p>
Writing Process: Production and Distribution of Writing	
W.3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<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</p>

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	Collaborate, T366 Collaborate and Discuss, T370
W.3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)	<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 Plot: Plan a Resolution, T155 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:</p>

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	<p>Plan Your Poetry, T88 Share Back, T215 Rearrange Ideas for Coherence and Clarity, T287 Edit for Punctuation Marks, T290 Edit for Adjectives and Adverbs, T355 Revise for Coherence and Clarity, T354 Peer Review, T376 Revise and Edit, T376</p>
<p>W.3.6.6.6 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.</p>	<p>Unit 2: Publish and Celebrate, T350 Unit 3: Create an Audio Recording of a Story, T222 Minilesson: Publish and Celebrate, T352 Unit 4: Use Technology, Minilesson: T220 Use Technology to Publish Writing, Minilesson: T356 Publish and Celebrate: Minilesson: T359 Unit 5: Create an Audio Recording, T215 Minilesson: Create a Visual Display, T216 Minilesson: Publish and Celebrate, T356</p>
<p>Research to Build and Present Knowledge</p>	
<p>W.3.6.7.7 Conduct short research projects that build knowledge about a topic.</p>	<p>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</p>

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W.3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>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</p> <p>Unit 2: Plan Your How-to Article, T82 Library Databases, T362</p> <p>Unit 3: Brainstorm Ideas, T89 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371</p> <p>Unit 4: Library of Congress, T370 Refine Research: Identifying Sources, T374-T375</p> <p>Unit 5: Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369</p>
W.3.6.9.9 (Begins in grade 4)	
Range of Writing	
W.3.6.10.10 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.	<p>Unit 1: Writing Support, T368 Essential Question, T374</p> <p>Unit 2: Essential Question, T356</p> <p>Unit 3: Essential Question, T358</p> <p>Unit 4: Quick Write, T298 Essential Question, T364</p> <p>Unit 5: Quick Write, T20 Freewrite, T296 Essential Question, T362</p>

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W.3.6.10.10.a Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	<p>Unit 1: Writing Club, T91, 158</p> <p>Unit 2: Writing Club, T83, T216</p> <p>Unit 3: Writing Club, T156, T290</p> <p>Unit 4: Writing Club, T85, T293</p> <p>Unit 5: Writing Club, T86, T291</p>
SL Speaking, Viewing, Listening and Media Literacy	
Comprehension and Collaboration	
SL.3.8.1.1 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.	<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</p>

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(Continued)	Whole Group, T331 Minilesson: Talk About It, T336 (Continued) Unit 5: 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
SL.3.8.1.1.a 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.	Unit 1: Strategy Group: COMPARE TEXTS, T68 myView, T122 myView, T266 Book Club, Week 2, T398-T399 Unit 2: myView, T114 myView, T248 Reflect and Share: Talk About It, T328-T329 Book Club: Week 3, T382-T383 Unit 3: myView, T120 Whole Group, T195 myView, T254 Book Club: Week 3, T384-T385 Unit 4: Whole Group, T99 First Read: Respond, T247 My View, T256 Collaborate and Discuss, T372-T373 Unit 5: myView, T50 myView, T254 Compare Across Texts, T362 Celebrate and Reflect: Reflect, T378

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	Book Club, Week 2, T386-T387
<p>SL.3.8.1.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Unit 1: Writing Club, T303 Celebrate and Reflect: Celebrate!, T390</p> <p>Unit 2: Writing Club, T285 Minilesson: Talk About It, T328 Celebrate!, T372</p> <p>Unit 3: Reflect and Share, Talk About It, T330 Celebrate and Reflect: Celebrate!, T374</p> <p>Unit 4: Biography, T158 Writing Club, T293 Listening Comprehension, T300-T301 Peer Review, T378</p> <p>Unit 5: Writing Club, T291 Listening Comprehension, T298-T299 Celebrate and Reflect: Celebrate!, T378</p>
<p>SL.3.8.1.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Unit 1: Minilesson: Ask Questions, T66 Folktale, T98 Reflect and Share, T346 T397</p> <p>Unit 2: Reflect and Share: Talk About It, T58 Minilesson: Talk About It, T328 Celebrate!, T372</p> <p>Unit 3: Reflect and Share: Talk About It, T329-T330 Reflect, T374</p> <p>Unit 4: Biography, T22 Minilesson: Talk About It, T60</p> <p>Unit 5: Reflect and Share: Talk About It, T334</p>

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SL.3.8.1.1.d Explain their own ideas and understanding in light of the discussion.	<p>Unit 1: Respond and Analyze: My View, T54 Respond and Analyze: My View, T122 Respond and Analyze: My View, T334 Reflect and Share, T346</p> <p>Unit 2: Respond and Analyze: My View, T114 Respond and Analyze: My View, T180 Respond and Analyze: My View, T248</p> <p>Unit 3: Respond and Analyze: My View, T120 Respond and Analyze: My View, T254 Respond and Analyze: My View, T318</p> <p>Unit 4: Respond and Analyze: My View, T48 Respond and Analyze: My View, T114 Respond and Analyze: My View, T256</p> <p>Unit 5: Respond and Analyze: My View, T114 Respond and Analyze: My View, T254 Respond and Analyze: My View, T322</p>
SL.3.8.1.1.e Cooperate and compromise as appropriate for productive group discussion.	<p>Unit 1: Book Club, T105; T392-T405</p> <p>Unit 2: Book Club, T61, T374-387</p> <p>Unit 3: Book Club, T203, T376-T389</p> <p>Unit 4: Book Club, T99, T382-T395</p> <p>Unit 5: Book Club, T195, T380-T393</p>
SL.3.8.1.1.f Follow multi-step oral directions.	<p>Unit 5: Procedural Text, T158-T159</p>

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<p>SL.3.8.2.2 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.</p>	<p>Unit 1: Listening Comprehension, T22-T23</p> <p>Unit 2: Listening Comprehension, T22-T23 Listening Comprehension, T90-T91</p> <p>Unit 3: Listening Comprehension, T22-T23 Summarize Informational Text, T262-T263</p> <p>Unit 4: Listening Comprehension, T92-T93 Minilesson: Identify Main Idea and Key Details, T118 ELL Targeted Support: Summarize Material, T118</p> <p>Unit 5: Listening Comprehension, T22-T23 Explore Maps, T92 Primary Sources, T222</p>
<p>SL.3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Unit 1: Listening Comprehension, T98-T99 Listening Comprehension, T234-T235</p> <p>Unit 2: Listening Comprehension, T90-T91 Listening Comprehension, T224-T225 Minilesson: Talk About It, T328 Celebrate!, T372</p> <p>Unit 3: Listening Comprehension, T98-T99 Listening Comprehension, T164-T164</p> <p>Unit 4: Minilesson: Talk About It, T60 Minilesson: Ask and Answer Questions, T192 Listening Comprehension, T228-T229 Listening Comprehension, T300-T301</p> <p>Unit 5: Minilesson: Talk About It, T62 Listening Comprehension, T94-T95 Listening Comprehension, T224-T225 Minilesson: Talk About It, T334</p>

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Presentation of Knowledge and Ideas	
SL.3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p>Unit 1: Publish and Celebrate, T368 Collaborate and Discuss, T388-T389</p> <p>Unit 2: Celebrate!, T372</p> <p>Unit 3: Fluency, T232 Publish and Celebrate, T352 Collaborate and Discuss, T372-T373 Celebrate!, T374</p> <p>Unit 4: Celebrate!, T380</p> <p>Unit 5: Celebrate!, T378</p>
SL.3.8.5.5 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.	<p>Unit 2: Include Visuals/Media, T368</p> <p>Unit 3: Create an Audio Recording of a Story, Minilesson: T222 Extend Research: Incorporate Media, T370-T371</p> <p>Unit 5: Minilesson: Create an Audio Recording, T215 Independent Writing, T215 Present a Slide Show, T374</p>
SL.3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)	<p>Unit 1: Listening Comprehension, T22-T23 Lesson 2, Oral Language, T80</p> <p>Unit 3: Project-Based Inquiry, T357 Write for a Reader, T366 Peer Review, T372</p> <p>Unit 5: Celebrate!, T378</p>

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Media Literacy	
SL.3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
SL.3.8.7.7.a Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).	<p>For supporting content please see:</p> <p>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</p> <p>Unit 2: Plan Your How-to Article, T82 Library Databases, T362</p> <p>Unit 3: Brainstorm Ideas, T89 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371</p> <p>Unit 4: Library of Congress, T370 Refine Research: Identifying Sources, T374-T375</p> <p>Unit 5: Conduct Research: Bookmarking, T368 Differentiated Support: Intervention/Extend, T369</p>
SL.3.8.7.7.b Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.	<p>Unit 1: Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380</p> <p>Unit 2: Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p>Unit 3: Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365</p> <p>Unit 4: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371</p>
(Continued)	<p>(Continued)</p> <p>Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364</p>

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	Conduct Research: Bookmarking, T368
SL.3.8.7.7.c Check for accuracy in pictures and images.	For opportunities to address this standard please see: Unit 4: Using Technology, T220, T356
SL.3.8.7.7.d Recognize safe practices in personal media communications.	For opportunities to address this standard please see: Unit 4: Using Technology, T220, T356
SL.3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)	
SL.3.8.8.8.a With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.	For opportunities to address this standard please see: Unit 2: Publish and Celebrate, T350 Unit 3: Create an Audio Recording of a Story, T222 Minilesson: Publish and Celebrate, T352 Unit 4: Use Technology, Minilesson: T220 Use Technology to Publish Writing, Minilesson: T356 Publish and Celebrate: Minilesson: T359 Unit 5: Create an Audio Recording, T215 Minilesson: Create a Visual Display, T216 Minilesson: Publish and Celebrate, T356
SL.3.8.8.8.b Share the work with an audience.	Unit 1: Whole Group, T29 Whole Group, T57 Whole Group, T69 Share Back, T89

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	WRITING CLUB, T90 Whole Group, T105 Whole Group, T125 Whole Group, T133 Whole Group, T137 Share Back, T154 Share Back, T155 Share Back, T156 Share Back, T157 Whole Group, T173 Whole Group, T193 Whole Group, T273 Whole Group, T277 Unit 2: Whole Group, T29 Whole Group, T49 Whole Group, T97 Whole Group, T121 Unit 3: Whole Group, T199 Whole Group, T305 Whole Group, T333 Unit 4: Share Back, T80 Whole Group, T165 Whole Group, T187 Whole Group, T199 Whole Group, T271 Unit 5: Whole Group, T101 Whole Group, T117 Whole Group, T191 Whole Group, T231 Whole Group, T261 Whole Group, T265 Whole Group, T269
L Language	
Conventions of Standard English	
L.3.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general	Unit 1: Minilesson: Pronouns, T300

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<p>and their functions in particular sentences.</p>	<p>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 Independent Writing, T283 Writing Support, T283 Share Back, T283 Possible Teaching Point: Academic Vocabulary: Parts of Speech, T315 Unit 3: Lesson 1: Main Verbs and Helping Verbs, T80-T81 Possible Teaching Point: Language and Conventions: Simple Verb Tenses, T174 Minilesson: Edit for Subjective, Objective, and Possessive Pronouns, T290 Writing Club, T290 Minilesson: Parts of Speech, T334 Lessons 2-3, 5: Language & Conventions: Pronouns, T344-T345 Unit 4: Minilesson: Explain the Use of Descriptive Language, T68 Lesson 1: Pronouns, T74 Minilesson: Parts of Speech, T340 Lessons 2-5: Language & Conventions: Adverbs, T350-T351 Lesson 1: Adjectives and Articles, T350 Unit 5: Lesson 1: Adverbs, T76 Minilesson: Revise for Word Choice: Verbs, T214</p>
<p>L.3.10.1.1.b Form and use regular and irregular plural nouns.</p>	<p>Unit 1: Possible Teaching Point: Word Study: Inflected Endings, T117 Word Study: Lessons 1-3, 5: Word Study: Inflected Endings, T140-T141 Lessons 1-3, 5: Spelling: Inflected Endings, T146-T147 Lesson 4: Spelling: Inflected Endings, -s, -es, -ies, T209</p>

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	<p>Lesson 4: Spelling: Inflected Endings, -s, -es, -ies, T215</p> <p>Unit 2: Lessons 2-5: Language & Conventions: Singular and Plural Nouns, T72-T73 Lessons 2-5: Language & Conventions: Irregular Plural Nouns, T140-T141 Lesson 1: Singular and Plural Nouns, T140 Lesson 1: Irregular Plural Nouns, T206 Share Back, T282</p> <p>Unit 3: Possible Teaching Point: Word Study: Irregular Plural Nouns, T315 LESSONS 1-5: Teach Irregular Plurals, T336-T337 Lessons 1-3, 5: Spelling: Irregular Plural Nouns, T342-T343</p> <p>Unit 4: Lesson 4: Irregular Plurals, T73</p>
L.3.10.1.1.c Use abstract nouns (e.g., childhood).	<p>Unit 5: Minilesson: Edit for Nouns, T288</p>
L.3.10.1.1.d Form and use regular and irregular verbs.	<p>Unit 2: Minilesson: Analyze Precise Verbs, T134 Minilesson: Clarify Steps Using Strong Verbs, T150 Lessons 2-5: Language & Conventions: Main Verbs and Helping Verbs, T342-T343</p> <p>Unit 3: Lessons 2-5: Language & Conventions: Irregular Verbs, T280-T281 Lesson 1: Irregular Verbs, T344</p>
L.3.10.1.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<p>Unit 1: Word Study: Lessons 1-3, 5: Base Words and Endings, T208-T209</p> <p>Unit 2: Lessons 2-5: Language & Conventions: Main Verbs and Helping Verbs, T342-T343</p> <p>Unit 3: Lesson 1: Main Verbs and Helping Verbs, T80-T81 Lessons 2-5: Language & Conventions: Simple Verb Tenses, Past, Present, Future, T214-T215 Lesson 1: Simple Verb Tenses, Past, Present, Future,</p>

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	T280
L.3.10.1.1.f Ensure subject-verb and pronoun-antecedent agreement.	<p>Unit 1: Lessons 2-5: Simple Sentences, T80-T81 Lessons 2-5: Language & Conventions: Subjects and Predicates, T148 ELL Targeted Support, Subject-Verb Agreement, T297 Minilesson: Subject-Verb Agreement, T302</p> <p>Unit 2: ELL Targeted Support: Edit for Complete Sentences with Subject-Verb Agreement, T347 Edit for Complete Sentences with Subject-Verb Agreement, T349</p> <p>Unit 3: Lessons 2-5: Language & Conventions: Subject-Verb Agreement, T80-T81 Lesson 1: Subject-Verb Agreement, T146 Lessons 2-5: Language & Conventions: Edit for Subject-Verb Agreement, T146-T147 Lesson 1: Subject-Verb Agreement, T214</p> <p>Unit 5: Lessons 2-5: Language & Conventions: Pronoun-Antecedent Agreement, T280-T281 Lesson 1: Pronoun-Antecedent Agreement, T348</p>
L.3.10.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<p>Unit 1: Word Study: Lessons 1-3, 5: Base Words and Endings, T208-T209 Minilesson: Comparative and Superlative Adjectives, T299 Independent Writing, T299 Writing Support, T299 Share Back, T299 Minilesson: Adverbs, T301</p> <p>Unit 4: Lessons 2-5: Language & Conventions: Comparing with Adjectives, T282-T283</p> <p>Unit 5:</p>

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	<p>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 Independent Writing, T289 Writing Support, T289 Share Back, T289 Minilesson: Edit for Comparative and Superlative Adjectives, T289 Independent Writing, T355 Writing Support, T355 Minilesson: Edit for Adjectives and Adverbs, T355</p>
<p>L.3.10.1.1.h Use coordinating and subordinating conjunctions.</p>	<p>Unit 1: Minilesson: Coordinating Conjunctions, T298 Independent Writing, T298 Writing Support, T298 Unit 2: Writing Workshop, Edit for Coordinating Conjunctions: T284 Unit 5: Lesson 1: Complex Sentences, T280</p>
<p>L.3.10.1.1.i Produce simple, compound, and complex sentences.</p>	<p>Unit 1: Lessons 1-5: Simple Sentences, Subject and Predicate, T80-T81 Lessons 1-5: Language & Conventions: Subjects and Predicates, T148 Lessons 2-5: Compound Sentences, T216-T217 Writing Support, T225 Lesson 1: Compound Sentences, T292 Unit 2: Minilesson: T284 Unit 4: Possible Teaching Point: Language and Conventions: Compound Sentences, T313 Unit 5:</p>

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	Lessons 2-5: Language & Convention: Complex Sentences, T206-T207 Lesson 1: Complex Sentences, T280
L.3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.10.2.2.a Capitalize appropriate words in titles.	Unit 2: Minilesson: Edit for Singular, Plural, Common, and Proper Nouns, T282 Unit 3: Minilesson: Edit for Capitalization, T286 Unit 4: Minilesson: Edit for Capitalization, T290
L.3.10.2.2.b Use commas in addresses.	Unit 5: Language & Conventions: Edit for Commas, Lessons 2-3, T348-T349
L.3.10.2.2.c Use commas and quotation marks in dialogue.	Unit 1: Minilesson: Develop Dialogue, T224 Unit 3: Minilesson: Compose Dialogue, T223 Unit 5: Lessons 3-5: Language and Conventions: Edit for Commas, T348-T349
L.3.10.2.2.d Form and use possessives.	Unit 2: Lessons 2-5: Language & Conventions: Singular Possessive Nouns, T206-T207 Lesson 1: Singular Possessive Nouns, T274 Lesson 1: Plural Possessive Nouns, T342

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<p>L.3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>(Continued)</p>	<p>Unit 1: High-Frequency Words, T72 Lessons 1-3, 5: Spelling: Inflected Endings, T146-T147 Lesson 4: Spelling: Inflected Endings, -s, -es, -ies, T209 Lessons 1-3, 5: Spelling: Base Words and Endings, T214-T215</p> <p>Unit 2: High -Frequency Words, T132 Lessons 1-3, 5: Spelling r Controlled Vowels, T138-T139 Lessons 1-3, 5: Spelling: Spell Compound Words, T204-T205 High -Frequency Words, T336</p> <p>Unit 3: Lessons 1-3, 5: Spelling: Spell Abbreviations, T144-T145 Lessons 1-3, 5: Spelling: Spell Words with Suffixes, -ful, -y, -ness, T212-T213 Lesson 4: Spell Words with Suffixes, -ful, -y, -ness, T279</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</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</p>

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	<p>Suffix -en, T174 Possible Teaching Point: Word Study: Words with Suffix -en, T175 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</p>
<p>L.3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>Unit 1: Lessons 1-5: Spelling Words with Syllable Pattern VC/CV, T78-T79 Lesson 4: Spelling Words with Syllable Pattern VC/CV, T147 Unit 2: Lessons 1-3, 5: Spelling, Spell Syllable Patterns VC/V AND V/CV, T70-T71 Lessons 1-3, 5: Spelling r Controlled Vowels, T138-T139 Lessons 1-3, 5: Spelling: Spell Compound Words, T204-T205 Lesson 1-3, 5: Spell Words with Syllable Patterns VCe, T272-T273 Unit 3: Minilesson: Related Words, T70 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 Unit 5: Lessons 1-3, 5: Spelling: Vowel Patterns with ei and eigh, T138-T139 Lessons 1-3, 5: Spelling: Spell Final Stable Syllables; -le, -ture, -ive, -ize, T346-T347</p>

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L.3.10.2.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>Unit 1: How to Use a Glossary: T406-T407</p> <p>Unit 2: How to Use a Glossary: T388-T389</p> <p>Unit 3: Peer Review: Collaborate, T372 How to Use a Glossary, Minilesson, T390-T391</p> <p>Unit 4: Minilesson: Edit for Spelling, T357 How to Use a Glossary: T396-T397</p> <p>Unit 5: Peer Review, T376 How to Use a Glossary: T394-T395</p>
Knowledge of Language	
L.3.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.10.3.3.a Choose words and phrases for effect.	<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 Use Academic Words, T367</p>
(Continued)	(Continued) Unit 5:

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	Develop Vocabulary, T50-T51 Develop Vocabulary, T114-T115 Minilesson: Use Voice, T276-T277 Teacher Led Options, Strategy Group, T324-T325 Use Academic Words, T365
L.3.10.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.	Unit 4: Close Read: Monitor Comprehension, T311 Close Read: Identify Play Elements, T314
Vocabulary Acquisition and Use	
L.3.10.4.4 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.	
L.3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 1: Academic Vocabulary: Context Clues, T179 Academic Vocabulary: Context Clues, T181 Academic Vocabulary: Context Clues, T186 Academic Vocabulary: Context Clues, T206-T207 Unit 2: Close Read: Vocabulary in Context, T107 Academic Vocabulary: Context Clues, T169 Academic Vocabulary: Context Clues, T175 Close Read: Vocabulary in Context, T196-T197 Unit 3: Academic Vocabulary: Context Clues T177 Close Read, Vocabulary in Context, T185 Academic Vocabulary: Context Clues T204-T205 Close Read, Vocabulary in Context, T244 Close Read, Vocabulary in Context, T315 Unit 4: Develop Vocabulary, 96 Academic Vocabulary: Context Clues, T175 Academic Vocabulary: Context Clues, T177 Academic Vocabulary: Context Clues, T178 Academic Vocabulary: Context Clues, T200-T201 Unit 5: Academic Vocabulary: Context Clues, T168 Academic Vocabulary: Context Clues, T171 Academic Vocabulary: Context Clues, T196-T197
L.3.10.4.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,	Unit 1: Academic Vocabulary: Related Words, T42 Academic Vocabulary: Related Words, T45

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<p>comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>Academic Vocabulary: Related Words, T51 Academic Vocabulary: Related Words, T70-T71 Unit 2: Academic Vocabulary: Related Words, T33 Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T62-T63 Unit 3: Academic Vocabulary: Related Words, T40 Academic Vocabulary: Related Words, T49 Academic Vocabulary: Related Words, T70-T71 Lessons 1-3, 5: Teach Prefixes pre-, dis-, in-, im-, non-, T72-T73 Unit 4: Academic Vocabulary: Related Words, T36 Academic Vocabulary: Related Words, T64-T65 Lessons 1-3, 5: Teach Latin Suffixes, T202-T203 Lessons 1-3, 5: Spelling: Spell Latin Suffixes -able, -ible, -ation, T208-T209 Unit 5: Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T66-T67 LESSONS 1-5: Teach Words with Suffix -en, T198-T199 Lessons 1-3, 5: Spelling: Spell Words with Suffix -en, T204-T205</p>
<p>L.3.10.4.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Unit 1: Academic Vocabulary: Related Words, T42 Academic Vocabulary: Related Words, T45 Academic Vocabulary: Related Words, T51</p>

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	Academic Vocabulary: Related Words, T70-T71 Unit 2: Academic Vocabulary: Related Words, T33 Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T62-T63 Unit 3: Academic Vocabulary: Related Words, T40 Academic Vocabulary: Related Words, T49 Academic Vocabulary: Related Words, T70-T71 Unit 4: Academic Vocabulary: Related Words, T36 Academic Vocabulary: Related Words, T46 Academic Vocabulary: Related Words, T64-T65 Unit 5: Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T39 Academic Vocabulary: Related Words, T66-T67
L.3.10.4.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Unit 1: First Read: Notice, T262 Close Read: Analyze Text Features, T262 How to Use a Glossary: T406-T407 Unit 2: Add Facts and Definitions, T148 Develop Vocabulary, T46 Assess Understanding, T197 Glossary, How to Use a Glossary, T388 Unit 3: Minilesson: Related Words, T70 Peer Review: Collaborate, T372 How to Use a Glossary, Minilesson, T390-T391 Unit 4: How to Use a Glossary: T396-T397 Unit 5: Possible Teaching Point: Academic Vocabulary: Related Words, T45 Minilesson: Develop Vocabulary, T322 How to Use a Glossary: T394-T395
L.3.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.	
L.3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Unit 1: Academic Vocabulary: Figurative Language, T282-T283

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	<p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T101 Possible Teaching Point: Academic Vocabulary: Figurative Language, T243 Possible Teaching Point: Academic Vocabulary: Figurative Language, T246 Academic Vocabulary: Figurative Language, T264-T265</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer: Author's Craft, T41 Possible Teaching Point: Read Like a Writer: Author's Craft, T246 Academic Vocabulary: Figurative Language, T270-T272</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-T271</p>
<p>L.3.10.5.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>Unit 2: Minilesson, Focus on Strategies, T160-T161 Guided Reading Instruction Prompts, Identify Realistic Fiction, T162</p> <p>Unit 3: Close Read: Make Connections, T108</p>

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	Close Read: Make Connections, T112 Close Read: Make Connections, T117 Make Connections, T128-T129 Unit 4: Make Connections, T233 Close Read: Make Connections, T240 Develop Vocabulary, T256-T257 Strategy Group: Develop Vocabulary, T258 Make Connections, T264-T265 Unit 5: Close Read: Make Connections, T236 Close Read: Make Connections, T244 Close Read: Make Connections, T249 Close Read: Make Connections, T262-T263
L.3.10.5.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Unit 2: Minilesson: Analyze Precise Verbs, T134-T135 Unit 3: Minilesson: Synonyms and Antonyms, T136 Unit 5: Write for a Reader: Author’s Craft, T310 Write for a Reader: Author’s Craft, T311 Write for a Reader: Author’s Craft, T318
L.3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	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

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	<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>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 Language of the Genre, T302 ELL Language Transfer: Cognates, T340 Use Academic Words, T367</p> <p>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</p>