



**A Correlation of myView ©2020, Grade 3 to  
Nebraska's College and Career Ready Standards for Science 2017, Grade 3**

**Introduction**

This document demonstrates how **myView Literacy, ©2020** meets **Nebraska's College and Career Ready for Science, 2017**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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<b>SC.3.1 Forces and Interactions: Motion and Stability</b>	
SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.	
SC.3.1.1.A Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.3.1.1.B Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Assessment does not include technical terms such as period and frequency.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.3.1.1.C Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions, are limited to static electricity.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.3.1.1.D Define a simple design problem that can be solved by applying scientific ideas about magnets.	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><b>SC.3.7 Interdependent Relationships in Ecosystems</b></p>	
<p>SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.</p>	
<p>SC.3.7.2.A Construct an argument that some animals form groups that help members survive. NE animals</p>	<p>For supporting content please see: <b>Unit 2:</b> Listening Comprehension: Informational Text, T20-T21 Interact with Sources: Explore the Media, T80-T81 Close Read: Evaluate Details, T96 Evaluate Details, T124-T125 Reflect and Share: Write to Sources, T132-T133, T254-T255 Interact with Sources: Explore the Diagram, T142-T143, T264-T265 Cross-Curricular Perspectives: Science, T166 Respond and Analyze, T170-T171 Reflect and Share, T192-T193 Close Read: Compare and Contrast Texts, T220, T231 Informational Text, T268-T269 Compare Across Texts: Interactions, T452-T453 <b>Unit 5:</b> Listening Comprehension: Informational Text, T20-T21</p>
<p>SC.3.7.2.B Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages. NE fossils; NE geologic history</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>SC.3.7.2.C Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. NE habitats</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Diagram, T150-T151, T212-T213            Listening Comprehension: Informational Text, T214-T215            Reflect and Share: Write to Sources, T272-T273  <b>Unit 2:</b>            Interact with Sources: Explore the Infographic, T18-T19            Interact with Sources: Explore the Media, T80-T81            Reflect and Share: Write to Sources, T132-T133            Informational Text, T268-T269            Introduce the Text: Preview Vocabulary, T278            Check for Understanding, T295            Book Club: Week 3, T478-T479, Week 4, T480-T481  <b>Unit 5:</b>            Listening Comprehension: Informational Text, T20-T21            Cross-Curricular Perspectives: Science, T34            Close Read: Analyze Text Features, T40, T51            First Read: Respond, T51            Reflect and Share: Talk About It, T74-T75</p>

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<p>SC.3.7.2.D Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change. NE habitats</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Diagram, T150-T151            Interact with Sources: Explore the Infographic, T212-T213            Listening Comprehension: Informational Text, T214-T215            Reflect and Share: Write to Sources, T272-T273  <b>Unit 2:</b>            Interact with Sources: Explore the Infographic, T202-T203            Reflect and Share: Write to Sources, T254-T255            Informational Text, T268-T269            Read Like a Writer: Analyze Text Structure, T302-T303  <b>Unit 3:</b>            First Read: Generate Questions, T173            Close Read: Compare and Contrast Texts, T173  <b>Unit 5:</b>            Interact with Sources: Explore the Time Line, T18-T19            Interact with Sources: Explore the Map, T84-T85            Reflect and Share: Write to Sources, T132-T133, T260-T261            Interact with Sources: Primary Sources, T202-T203            Compare Across Texts: Solutions, T458-T459            Reflect on the Unit, T475</p>
<p>SC.3.7.2.E Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Interact with Sources: Explore the Diagram, T150-T151            Interact with Sources: Explore the Infographic, T212-T213            Listening Comprehension: Informational Text, T214-T215            Reflect and Share: Write to Sources, T272-T273  <b>Unit 5:</b>            Interact with Sources: Primary Sources, T202-T203            Reflect and Share: Write to Sources, T260-T261            Compare Across Texts: Solutions, T458-T459            Reflect on the Unit, T475</p>

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<b>SC.3.9 Inheritance and Variation: Life Cycles and Traits</b>	
SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.	
SC.3.9.3.A Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction. NE plants and animals	For supporting content please see: <b>Unit 2:</b> Session 7: Conversation Starters, T481 Session 10: Conversation Starters, T483
SC.3.9.3.B Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples. NE plants and animals	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.3.9.3.C Use evidence to support the explanation that traits can be influenced by the environment. NE plants, animals, and habitats	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SC.3.9.3.D Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. NE plants, animals, and habitats	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<b>SC.3.12 Weather and Climate</b>	
SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.	
SC.3.12.4.A Represent data in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season. Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change. NE weather and climate	For supporting content please see: <b>Unit 5:</b> Interact with Sources: Explore the Map, T84-T85
SC.3.12.4.B Obtain and combine information to describe climates in different regions of the world.	For supporting content please see: <b>Unit 1:</b> Close Read: Analyze Text Features, T230, T243 Read Like a Writer: Explain the Use of Graphic Features, T258-T259 <b>Unit 5:</b> Close Read: Analyze Text Features, T40 Interact with Sources: Explore the Map, T84-T85

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<p>SC.3.12.4.C Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard</p>	<p>For supporting content please see:  <b>Unit 5:</b>            Interact with Sources: Explore the Map, T84-T85            Interact with Sources: Explore the Infographic, T142-T143            First Read: Generate Questions, T159            Close Read: Analyze Text Structure, T161            Close Read: Monitor Comprehension, T168            Respond and Analyze: My View, T170            Check for Understanding, T171            Read Like a Writer: Explain Use of Text Structure, T178-T179            Monitor Comprehension, T184-T185            Reflect and Share: Write to Sources, T192-T193, T260-T261            Interact with Sources: Primary Sources, T202-T203            Compare Across Texts: Solutions, T458-T459</p>