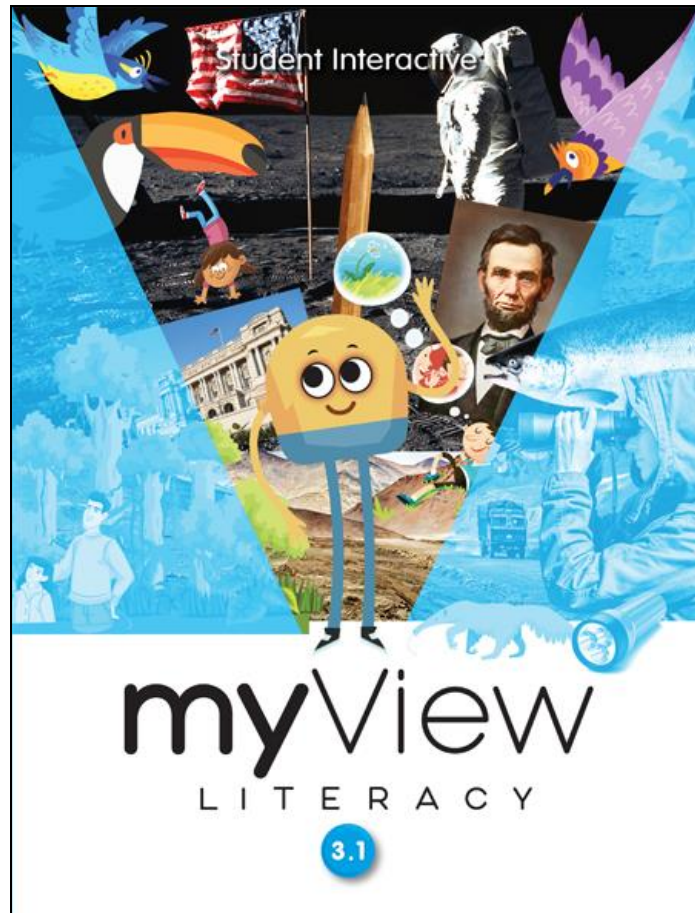


A Correlation of



Grade 3, ©2020
To the

**Next Generation Science Standards
(NGSS)
Grade 3**

A Correlation of myView Literacy, Grade 3, ©2020 to the Next Generation Science Standards, Grade 3

Introduction

This document demonstrates how *myView Literacy, ©2020* supports the *Next Generation Science Standards*. 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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Next Generation Science Standards	myView Literacy Grade 3, ©2020
3 - Next Generation Science Standards Criteria, Grade 3 (PE) Performance Expectations	
(3-PS2) Forces and Interactions	
(3-PS2-1) Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	<p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> T104–T113 <u>Leveled Readers</u> Climbing Mountains (Informational Text) The Weighting Game (Science Fiction)</p>
(3-PS2-2) Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: <u>Selections</u> Read Aloud: “Dance of the Bees” T22–T23 Read: <i>Patterns in Nature</i>, T32–T45 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 <u>Leveled Readers</u> Climbing Mountains (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-PS2-3) Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	<p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) <u>Leveled Readers</u> Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
(3-PS2-4) Define a simple design problem that can be solved by applying scientific ideas about magnets.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) <u>Leveled Readers</u> Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
(3-LS2) Interdependent Relationships in Ecosystems	
(3-LS2-1) Construct an argument that some animals form groups that help members survive.	<p>Unit 2: <u>Selections</u> Read Aloud: “Dance of the Bees” T22–T23 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>, T100–T113 Infographic: Bringing Animals Back, T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239</p> <p><u>Leveled Readers</u> Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T112 (Species Helping Species) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves)</p>

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<p>(3-LS4-1) Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p>	<p>Teachers can introduce this objective with the following: Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 <u>Leveled Readers</u> Ice Ages (Informational Text) The Australian Outback (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Canyon and Erosion)</p>
<p>(3-LS4-3) 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.</p>	<p>Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T37 (Animals Adapt to Environments) Cross-Curricular Perspectives: Social Studies, T251 (Humans Adapt to the Environment) Compare Across Texts: Environments, T374–T375 Unit 2: <u>Selections</u> Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird's Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction) Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T49 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-LS4-4) 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.</p>	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T261 (Humans Affect the Environment) Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other T290–T291 <u>Leveled Readers</u> Staying Alive (Informational Text) animals) Earth Environments (Informational Text) Slime in the Lake (Science Fiction)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, 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 <u>Leveled Readers</u> Changing Habitats (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T237, T252 (Flooding) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-LS1) Inheritance and Variation of Traits: Life Cycles and Traits	
<p>(3-LS1-1) Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	<p>Unit 2: <u>Selections</u> 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: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Read Aloud: "Amazing Monarchs" T292-T293 <u>Leveled Readers</u> Staying Alive (Informational Text) animals) Bees Around the World (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T100 (Food chain) Cross-Curricular Perspectives: Science, T172 (Dormant Plants in Winter) Cross-Curricular Perspectives: Science, T173 (Ecosystems) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T313 (Wild Boars) Cross-Curricular Perspectives: Science, T315 (Red Fox)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-LS3-1) 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.</p>	<p>Teachers can introduce this objective with the following: Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22-T23 Infographic: Bringing Animals Back T222-T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Read Aloud: "Amazing Monarchs" T292-T293 <u>Leveled Readers</u> Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T313 (Wild Boars) Cross-Curricular Perspectives: Science, T315 (Red Fox)</p>
<p>(3-LS3-2) Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164-T165 Read: <i>Living in Deserts</i>, T243-T265 <u>Leveled Readers</u> Living in Different Environments (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments) Unit 2: <u>Selections</u> Diagram: The Food Chain T156-T157 Read Aloud: "Producer and Consumer" T158-T159 Infographic: Bringing Animals Back T222-T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Read: <i>Nature's Patchwork Quilt</i>, T302-T315</p>

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(Continued)	(Continued) <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird's Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction) animals in the wild <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T173 (Ecosystems) 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) Cross-Curricular Perspectives: Science, U2: T312 (Domestication of Plants and Animals)

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<p>(3-LS4-2) 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.</p>	<p>Unit 1: <u>Selections</u> Cross-Curricular Perspectives: Social Studies, T41 (Tigers) Cross-Curricular Perspectives: Social Studies, T184 (Cuban Crocodile)</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Read: <i>Patterns in Nature</i> T32–T45 Media: Nature Helping Nature T88–T89 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> T100–T113 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293</p> <p><u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) What’s for Dinner? (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction)</p>

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(Continued)	(Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T102 (Mutualism) Cross-Curricular Perspectives: Science, T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, T112 (Species Helping Species) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, T237 (Elks) Cross-Curricular Perspectives: Science, T310 (Bird Migrations)
(3-ESS2) Weather and Climate	
(3-ESS2-1) Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i> , T243–T265 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert) Compare Across Texts: Environments, T374–T375 Unit 2: <u>Leveled Readers</u> Arctic Plants and Animals (Informational Text) Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Tornado Tom (Realistic Fiction) Ice Ages (Informational Text) Watching the Weather (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) Cross-Curricular Perspectives: Science, T237, T252 (Flooding) Cross-Curricular Perspectives: Science, T245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363
(3-ESS2-2) Obtain and combine information to describe climates in different regions of the world.	Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i> , T243–T265 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T32 (India’s Environment) Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert) Unit 2: <u>Leveled Readers</u> Earth Environments (Informational Text) Arctic Plants and Animals (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T172 (Dormant Plants in Winter)

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	<p>(Continued)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T49</p> <p><u>Leveled Readers</u> The Australian Outback (Informational Text) Watching the Weather (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) Cross-Curricular Perspectives: Science, T110 (Hawaiian Islands) Cross-Curricular Perspectives: Science, T245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363</p>
(3-ESS3-1) Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233</p> <p><u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49</p> <p><u>Leveled Readers</u> The Australian Outback (Informational Text) Watching the Weather (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-ETS1) 3-5 Engineering Design	
(3-5-ETS1-1) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<p>Unit 1: <u>Leveled Readers</u> In Short Supply (Informational Text)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea, T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>
(3-5-ETS1-2) 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>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233</p> <p><u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural) Pine Is Special (Traditional Story) In Short Supply (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	<p>(Continued)</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T243 (FEMA and Volunteers)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction) Keeping Our Water Clean (Informational Text)</p>
(3-5-ETS1-3) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Leveled Readers</u> In Short Supply (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, U1: T376–T389</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction) Keeping Our Water Clean (Informational Text)</p>

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Next Generation Science Standards Criteria Grade 3 (DCI) Disciplinary Core Ideas	
(3-PS2-A) Forces and Motion	
(3-PS2-A-3) Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.	<p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Hurricane Force" T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Climbing Mountains (Informational Text) The Weighting Game (Science Fiction)</p>
(3-PS2-A-4) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22–T23 Read: <i>Patterns in Nature</i>, T32–T45</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Read Aloud: "Hurricane Force" T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Climbing Mountains (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-PS2-B) Types of Interactions	
(3-PS2-B-2) Objects in contact exert forces on each other.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T43 (Motion Sickness)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> Climbing Mountains (Informational Text) The Weighting Game (Science Fiction)</p>
(3-PS2-B-3) Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	<p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs)</p> <p><u>Leveled Readers</u> Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Leveled Readers</u> Plug into the Sun (Realistic Fiction)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-LS1-B) Growth and Development of Organisms	
(3-LS1-B-2) Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	<p>Unit 2: <u>Selections</u> 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: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Read Aloud: "Amazing Monarchs" T292-T293</p> <p><u>Leveled Readers</u> Staying Alive (Informational Text) animals) Bees Around the World (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T100 (Food chain) Cross-Curricular Perspectives: Science, T172 (Dormant Plants in Winter) Cross-Curricular Perspectives: Science, T173 (Ecosystems)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T313 (Wild Boars) Cross-Curricular Perspectives: Science, T315 (Red Fox)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-LS2-C) Ecosystem Dynamics, Functioning, and Resilience	
(3-LS2-C-1) When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T261 (Humans Affect the Environment) Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other, T290–T291 <u>Leveled Readers</u> Staying Alive (Informational Text) animals) Earth Environments (Informational Text) Slime in the Lake (Science Fiction)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, 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 <u>Leveled Readers</u> Changing Habitats (Informational Text) <u>Activities and Supplemental Material</u> 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, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-LS2-D) Social Interactions and Group Behavior	
(3-LS2-D-1) Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size	<p>Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22-T23 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>, T100-T113 Infographic: Bringing Animals Back T222-T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233-T239</p> <p><u>Leveled Readers</u> Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T112 (Species Helping Species) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves)</p>
(3-LS3-A) Inheritance of Traits	
(3-LS3-A-2) Many characteristics of organisms are inherited from their parents.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22-T23 Infographic: Bringing Animals Back, T222-T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Read Aloud: "Amazing Monarchs" T292-T293</p> <p><u>Leveled Readers</u> Staying Alive (Informational Text) animals Bees Around the World (Informational Text)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T313 (Wild Boars) Cross-Curricular Perspectives: Science, T315 (Red Fox)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>(3-LS3-A-3) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p>	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 Read: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> Living in Different Environments (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T37 (Animals Adapt to Environments)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain, T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back, T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247 Read: <i>Nature's Patchwork Quilt</i>, T302–T315 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird's Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction) animals in the wild</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T173 (Ecosystems) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, T237 (Elks) Cross-Curricular Perspectives: Science, T307 (Ocean Habitat) Cross-Curricular Perspectives: Science, T310 (Bird Migrations) Cross-Curricular Perspectives: Science, T312 (Domestication of Plants and Animals)
(3-LS3-B) Variation of Traits	
(3-LS3-B-2) Different organisms vary in how they look and function because they have different inherited information.	Teachers can introduce this objective with the following: Unit 2: <u>Selections</u> Read Aloud: "Dance of the Bees" T22-T23 Infographic: Bringing Animals Back T222-T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233-T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i> , T241-T247 Read Aloud: "Amazing Monarchs" T292-T293 <u>Leveled Readers</u> Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T313 (Wild Boars) Cross-Curricular Perspectives: Science, T315 (Red Fox)

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>(3-LS3-B-3) The environment also affects the traits that an organism develops.</p>	<p>Unit 1: <u>Selections</u> Cross-Curricular Perspectives: Social Studies, T41 (Tigers) Cross-Curricular Perspectives: Social Studies, T184 (Cuban Crocodile)</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Read: <i>Patterns in Nature</i>, T32–T45 Media: Nature Helping Nature T88–T89 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>, T100–T113 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293</p> <p><u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) What’s for Dinner? (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T102 (Mutualism) Cross-Curricular Perspectives: Science, T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, T112 (Species Helping Species) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, UT237 (Elks) Cross-Curricular Perspectives: Science, T310 (Bird Migrations)
(3-LS4-A) Evidence of Common Ancestry and Diversity	
(3-LS4-A-1) Some kinds of plants and animals that once lived on Earth are no longer found anywhere.	Teachers can introduce this objective with the following: Unit 5: <u>Leveled Readers</u> Ice Ages (Informational Text)
(3-LS4-A-2) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.	Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 <u>Leveled Readers</u> Ice Ages (Informational Text) The Australian Outback (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T34 (Canyon and Erosion)

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-LS4-B) Natural Selection	(3-LS4-B-1) Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
	<p>Unit 1: <u>Selections</u> Cross-Curricular Perspectives: Social Studies, T41 (Tigers) Cross-Curricular Perspectives: Social Studies, T184 (Cuban Crocodile)</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Read: <i>Patterns in Nature</i>, T32–T45 Media: Nature Helping Nature T88–T89 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>, T100–T113 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other, T290–T291 Read Aloud: “Amazing Monarchs” T292–T293</p> <p><u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird’s Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals) Bees Around the World (Informational Text) Relationships in Nature (Informational Text) What’s for Dinner? (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T102 (Mutualism) Cross-Curricular Perspectives: Science, T106 (Ants Body Parts) Cross-Curricular Perspectives: Science, T112 (Species Helping Species) Cross-Curricular Perspectives: Science, T173, T176, T236 (Wolves) Cross-Curricular Perspectives: Science, T179 (Panda Ecosystem) Cross-Curricular Perspectives: Science, T237 (Elks) Cross-Curricular Perspectives: Science, T310 (Bird Migrations)
(3-LS4-C) Adaptation	
(3-LS4-C-1) For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	Unit 2: <u>Selections</u> Media: Nature Helping Nature T88–T89 Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> , T100–T113 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i> , T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Staying Alive (Informational Text) animals Bees Around the World (Informational Text) Relationships in Nature (Informational Text) What’s for Dinner? (Informational Text) Arctic Plants and Animals (Informational Text) African Adventures (Realistic Fiction) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T112 (Species Helping Species)

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-LS4-D) Biodiversity and Humans</p> <p>(3-LS4-D-2) Populations live in a variety of habitats, and change in those habitats affects the organisms living there.</p>	<p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T261 (Humans Affect the Environment) Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other T290–T291 <u>Leveled Readers</u> Staying Alive (Informational Text) animals) Earth Environments (Informational Text) Slime in the Lake (Science Fiction)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, 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 <u>Leveled Readers</u> Changing Habitats (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T237, T252 (Flooding) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-ESS2-D) Weather and Climate</p> <p>(3-ESS2-D-2) Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</p>	<p>Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert) Compare Across Texts: Environments, T374–T375</p> <p>Unit 2: <u>Leveled Readers</u> Arctic Plants and Animals (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Hurricane Force” T94–T95 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> Tornado Tom (Realistic Fiction) Ice Ages (Informational Text) Watching the Weather (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) Cross-Curricular Perspectives: Science, T237, T252 (Flooding) Cross-Curricular Perspectives: Science, T245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-ESS2-D-3) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.</p>	<p>Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T32 (India’s Environment) Cross-Curricular Perspectives: Social Studies, T254 (Sahara Desert) Unit 2: <u>Leveled Readers</u> Earth Environments (Informational Text) Arctic Plants and Animals (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T172 (Dormant Plants in Winter) Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 <u>Leveled Readers</u> The Australian Outback (Informational Text) Watching the Weather (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Arctic Environment) Cross-Curricular Perspectives: Science, T110 (Hawaiian Islands) Cross-Curricular Perspectives: Science, UT245 (Rainfall) Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-ESS3-B) Natural Hazards	
<p>(3-ESS3-B-1) A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p>	<p>Unit 5: <u>Selections</u> Read: <i>Deep Down and Other Extreme Places to Live</i>, T32–T49 Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> Earth’s Power (Informational Text) Tornado Tom (Realistic Fiction) Watching the Weather (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32 (Human Population Distribution) Cross-Curricular Perspectives: Science, T237 (Flooding) Cross-Curricular Perspectives: Science, T245 (Rainfall) Cross-Curricular Perspectives: Science, T252 (Flooding) Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(K-5-ETS1-A) Defining and Delimiting Engineering Problems</p> <p>(K-5-ETS1-A-1) • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</p>	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233 Read: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural) In Short Supply (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, T251 (Humans Adapt to the Environment) Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Infographic: Bringing Animals Back, T222–T223 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T312 (Domestication of Plants and Animals)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253 <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255 <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Coming Together (Biography) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T243 (FEMA and Volunteers)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(K-5-ETS1-B) Developing Possible Solutions	
(K-5-ETS1-B-1) • Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)	<p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p>
(K-5-ETS1-B-2) • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233</p> <p><u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Infographic: Bringing Animals Back T222–T223</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p> <p>Unit 4: <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Coming Together (Biography)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(K-5-ETS1-B-3) • Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T312 (Domestication of Plants and Animals)</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Coming Together (Biography)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(K-5-ETS1-C) Optimizing the Design Solution	
(K-5-ETS1-C-1) • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)	<p>Unit 2: <u>Selections</u> Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(SEP) Science and Engineering Practices	
(3-5-SEP-1) Asking Questions and Defining Problems	
(3-5-SEP-1.c) Ask questions that can be investigated based on patterns such as cause and effect relationships.	<p>Unit 1: Close Read: Ask and Answer Questions, T130-T131, T132, T133</p> <p>In addition, students can explore this objective with the following science-based texts.</p> <p>Unit 1: <u>Selections</u> 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 Aloud: “Surviving in the Four Corners” T234–T235 Read: <i>Living in Deserts</i>, T243–T265</p> <p><u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) Pine Is Special (Traditional Story) In Short Supply (Informational Text) Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 Media: Nature Helping Nature T88–T89 Diagram: The Food Chain, T156–T157 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 Read Aloud: “Amazing Monarchs” T292–T293 Read: <i>Nature’s Patchwork Quilt</i>, T302–T315</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Tree Dwellers (Informational Text) Hummingbird's Garden (Animal Fantasy) Animals of the Everglades (Informational Text) Staying Alive (Informational Text) animals animal: camouflage – finding food - shelters Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Earth Environments (Informational Text) Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i> , T32–T49 Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> , T104–T113 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth's Power (Informational Text) Changing Habitats (Informational Text) The Australian Outback (Informational Text) Plug into the Sun (Realistic Fiction) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-5-SEP-1.e) Define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Compare Across Texts: Environments, U1: T374–T375 Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, U2: T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253 <u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-SEP-2) Developing and Using Models	
(3-5-SEP-2.d) Develop models to describe phenomena.	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3.</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
(3-5-SEP-3) Planning and Carrying Out Investigations	
(3-5-SEP-3.a) Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	<p>Unit 1: <u>Activities and Supplemental Material</u> Compare Across Texts: Environments, U1: T374–T375 Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p><u>Leveled Readers</u> Pollution (Informational Text)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural) Community Heroes (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	<p>(Continued)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 4: <u>Selections</u> Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
(3-5-SEP-3.c) Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3.</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-SEP-4) Analyzing and Interpreting Data	
(3-5-SEP-4.a) Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3.</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>
(3-5-SEP-4.b) Analyze and interpret data to make sense of phenomena using logical reasoning.	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 Infographic: How Do People Survive in an Environment? T232–T233</p> <p><u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural) Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Media: Nature Helping Nature T88–T89 Diagram: The Food Chain T156–T157 Infographic: Bringing Animals Back, T222–T223 Diagram: Plants and Animals Need Each Other, T290–T291</p> <p><u>Leveled Readers</u> Bees Around the World (Informational Text) Earth Environments (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read: <i>Deep Down and Other Extreme Places to Live</i> , T32–T49 Map: When Earth Changes . . . T92–T93 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> , T104–T113 Primary Source: The Dust Bowl T222–T223 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text) Plug Into the Sun (Realistic Fiction) Watching the Weather (Informational Text)
(3-5-SEP-6) Constructing Explanations and Designing Solutions	
(3-5-SEP-6.a) Use evidence (e.g., observations, patterns) to support an explanation.	Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3. Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389 Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373 Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.) Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-5-SEP-6.b) Use evidence (e.g., observations, patterns) to construct an explanation.</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Compare Across Texts: Environments, T374–T375 Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: Interactions: Plants and Animals Interact, T356–T357 Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural) Community Heroes (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363 Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-5-SEP-6.e) Generate and compare multiple solutions to a problem based on how well the meet the criteria and constraints of the design solution.</p>	<p>Students can fulfill this objective during the Project-Based Inquiries at the conclusion of each unit in myView Grade 3.</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-SEP-7) Engaging in Argument from Evidence	
(3-5-SEP-7.d) Construct an argument with evidence, data, and/or a model.	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233 <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389 <u>Leveled Readers</u> Seeds of Peace and Hope (Informational Text) – environmental work and movement</p> <p>Unit 2: <u>Selections</u> Diagram: Plants and Animals Need Each Other T290–T291 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253 <u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural) <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Map: When Earth Changes . . . T92–T93 Primary Source: The Dust Bowl T222–T223 <u>Leveled Readers</u> Keeping Our Water Clean (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(3-5-SEP-7.f) Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</p>	<p>Unit 2: <u>Selections</u> Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247</p> <p>Unit 3: <u>Selections</u> Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Map: When Earth Changes . . . T92–T93 Primary Source: The Dust Bowl T222–T223</p> <p><u>Leveled Readers</u> Keeping Our Water Clean (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-SEP-8) Obtaining, Evaluating, and Communicating Information	
(3-5-SEP-8.d) Obtain and combine information from books and other reliable media to explain phenomena.	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 Infographic: How Do People Survive in an Environment? T232–T233 <u>Leveled Readers</u> In Short Supply (Informational Text)</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Media: Nature Helping Nature T88–T89 Diagram: The Food Chain T156–T157 Diagram: Plants and Animals Need Each Other T290–T291 <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Map: When Earth Changes . . . T92–T93 Primary Source: The Dust Bowl T222–T223 <u>Leveled Readers</u> Earth’s Power (Informational Text) Ice Ages (Informational Text) The Australian Outback (Informational Text) Keeping Our Water Clean (Informational Text)</p>
(CCC) Crosscutting Concepts	
(3-5-CCC-1) Patterns	
(3-5-CCC-1.a) Similarities and differences in patterns can be used to sort and classify natural phenomena.	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p>

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(3-5-CCC-1.b) Patterns of change can be used to make predictions.	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p>
(3-5-CCC-2) Cause and Effect	
(3-5-CCC-2.a) Cause and effect relationships are routinely identified, tested, and used to explain change.	<p>Unit 4: Analyze Text Structure (Cause and Effect), T52-T53, T54, T55</p> <p>In addition, see the following:</p> <p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T156–T157 Read Aloud: “Producer and Consumer” T158–T159 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don’t Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other, T290–T291</p> <p>Unit 5: <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-CCC-3) Scale, Proportion, and Quantity	
(3-5-CCC-3.a) Observable phenomena exist from very short to very long time periods.	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165</p> <p><u>Leveled Readers</u> Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Diagram: The Food Chain T156–T157 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Deep Down and Other Extreme Places to Live</i> T32–T49 Map: When Earth Changes . . . T92–T93 Read Aloud: “Hurricane Force” T94–T95 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 Primary Source: The Dust Bowl T222–T223 Read Aloud: “Black Blizzards” T224–T225</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(3-5-CCC-4) Systems and System Models	
(3-5-CCC-4.b) A system can be described in terms of its components and their interactions.	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 Read: <i>Living in Deserts</i>, T243–T265 <u>Leveled Readers</u> Living in Different Environments (Informational Text)</p> <p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45 Diagram: The Food Chain T156–T157 Diagram: Plants and Animals Need Each Other T290–T291 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Animals of the Everglades (Informational Text) Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Earth Environments (Informational Text) Arctic Plants and Animals (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T22–T23 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 <u>Leveled Readers</u> The Australian Outback (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(NoS) Connections to Nature of Science	
(K-5-NoS-1) Scientific Investigations Use a Variety of Methods	
(K-5-NoS-1.c) Science investigations use a variety of methods, tools, and techniques.	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) – environmental work and movement <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Diagram: The Food Chain T156–T157 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i>, T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth's Power (Informational Text) <u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(K-5-NoS-2) Scientific Knowledge Is Based on Empirical Evidence	
(K-5-NoS-2.b) Science findings are based on recognizing patterns.	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p>
(K-5-NoS-6) Scientific Knowledge Assumes an Order and Consistency in Natural Systems	
(K-5-NoS-6.c) Science assumes consistent patterns in natural systems.	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i>, T32–T45</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T32, T34 (Patterns in Nature)</p>
(K-5-NoS-7) Science Is a Human Endeavor	
(K-5-NoS-7.c) Science affects everyday life.	<p>Unit 1: <u>Selections</u> 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: <i>Living in Deserts</i>, T243–T265</p> <p><u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city)</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T312 (Common Cold) Unit 5: <u>Leveled Readers</u> Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, T362–T363
(STSE) Connections to Engineering, Technology, and Applications of Science	
(K-5-STSE-1) Interdependence of Science, Engineering, and Technology	
(K-5-STSE-1.b) Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.	Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T164–T165 <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) – environmental work and movement <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, T376–T389 Unit 2: <u>Selections</u> Infographic: Amazing Interactions T20–T21 Diagram: The Food Chain T156–T157 Infographic: Bringing Animals Back T222–T223 Read Paired 1: <i>Welcome Back, Wolves!</i> T233–T239 Read Paired 2: <i>Wolves Don't Belong in Yellowstone</i> , T241–T247 Diagram: Plants and Animals Need Each Other T290–T291 <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, T358–T373

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: <u>Selections</u> Primary Source: First Steps on the Moon T20–T21 Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T241–T253</p> <p><u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural)</p> <p><u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, T360–T375 (pick up trash etc.)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs)</p> <p><u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T20–T21 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T104–T113</p> <p><u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Write a Brochure About a Place hit by a Natural Disaster, T364–T379</p>

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Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(K-5-STSE-1.c) Knowledge of relevant scientific concepts and research findings is important in engineering.</p>	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: “Surviving in the Four Corners” T234–T235 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Structural Integrity)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>

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to the Next Generation Science Standards, Grade 3**

Next Generation Science Standards	myView Literacy Grade 3, ©2020
<p>(K-5-STSE-2) Influence of Engineering, Technology, and Science on Society and the Natural World</p> <p>(K-5-STSE-2.d) Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).</p>	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: “Surviving in the Four Corners” T234–T235 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Structural Integrity)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>

**A Correlation of myView Literacy, Grade 3, ©2020
to the Next Generation Science Standards, Grade 3**

<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 3, ©2020</p>
<p>(K-5-STSE-2.f) People's needs and wants change over time, as do their demands for new and improved technologies.</p>	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T232–T233 Read Aloud: “Surviving in the Four Corners” T234–T235 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural) Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Structural Integrity) Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T226–T227 (Computer Programs) Read: <i>Green City</i>, T237–T255 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>