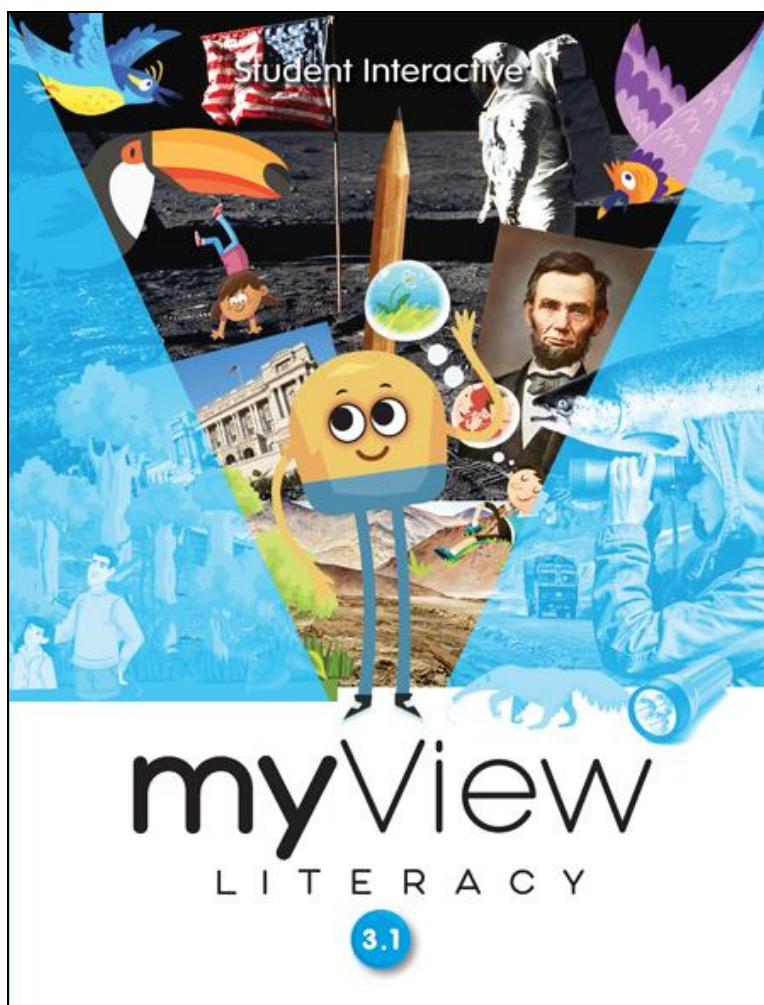


A Correlation of



To the

**New Jersey Student Learning Standards
for English Language Arts 2016
Grade 3**

A Correlation of myView Literacy, Grade 3 ©2020 to the New Jersey Student Learning Standards for English Language Arts 2016

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *New Jersey Student Learning Standards for English Language Arts*. Correlation page references are to the Teacher Edition and Digital Resources 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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Table of Contents

| | |
|--|-----------|
| RL Reading Literature Text | 4 |
| RI Reading Informational Text | 8 |
| RF Reading Foundation Skills | 14 |
| W Writing..... | 18 |
| SL Speaking and Listening | 27 |
| L Language | 32 |

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|--|---|
| RL Reading Literature Text | |
| Key Ideas and Details | |
| <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <p>Unit 1: Ask and Answer Questions, T104, T106, T109, T113, T116, T132–T133 Make Inferences, T168, T173, T175–T177, T179, T194–T195 First-read Strategies: Generate Questions (examples), T32, T34, T47, T102, T114, T164, T175, T296, T307</p> <p>Unit 2: First-read Strategies: Generate Questions (examples), T175</p> <p>Unit 3: First-read Strategies: Generate Questions (examples), T32, T35, T46, T47, T50, T112, T114, T173, T292, T294</p> <p>Unit 4: Make Inferences, T283 First-read Strategies: Generate Questions (examples), T286, T288, T296</p> <p>Unit 5: Evaluate Details, T286, T288, T290, T297, T314–T315 First-read Strategies: Generate Questions (examples), T216, T219, T221, T225, T228, T291, T294, T297</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> | <p>Unit 1: Infer Theme, T98, T107, T109, T113–T115, T117, T124–T125</p> <p>Unit 3: Infer Theme, T158, T165, T166, T169, T172, T174, T184–T185</p> <p>Unit 5: Infer Theme, T280, T289, T292, T294, T298, T306–T307</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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|---|---|
| <p>RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> | <p>Unit 1: Plot, T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63 Analyze Characters, T160, T166, T167, T169–T171, T174, T178, T86–T87</p> <p>Unit 2: Retell Texts, T21</p> <p>Unit 3: Plot, T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371 Analyze Characters, T98, T107, T109, T110, T112, T115, T122–T123 Minilesson: Plot: Establish a Problem, T366</p> <p>Unit 4: Identify Play Elements, T288, T290, T292, T298, T301, T308–T309</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Craft and Structure | |
| <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> | <p>This standard is taught throughout the myView program. For representative pages, please see the following:</p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T180–T181, T312–T313 Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240</p> <p>Unit 2: Develop Vocabulary, T170–T171 Figurative Language, T45, T208–T209, T227, T230</p> <p>Unit 3: Develop Vocabulary, T238–T239 Figurative Language, T50, T216–T217, T230, T236</p> <p>Unit 4: Develop Vocabulary, T302–T303 Figurative Language, T44, T238</p> <p>Unit 5: Develop Vocabulary, T238–T239, T300–T301 Figurative Language, T208, T230, T234</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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|---|---|
| <p>RL.3.5 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: Poetry, T88–T89</p> <p>Unit 3: Poetry, T272–T273, T274–T275, T284–T295, T296–T297, T302–T303, T310–T311, T318–T319</p> <p>Unit 4: Drama/Play, T274–T275, T276–T277, T308–T309 Drama: <i>Grace and Grandma</i>, T286–T301, T302–T303, T316–T317, T324–T325 Explore the Poems, T272–T273</p> <p>Unit 5: Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> | <p>Unit 4: Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247</p> <p>Unit 5: Point of View, T212, T219, T220, T223, T226, T227, T230, T235, T237, T244–T245</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>Integration of Knowledge and Ideas</p> | |
| <p>RL.3.7 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).</p> | <p>This objective is explored throughout the text. For examples see:</p> <p>Unit 1: Explore the Poem, T88–T89</p> <p>Unit 2: Analyze Illustration, T153, T159, T160, T162, T167, T168, T176–T177 Explain the Use of Illustrations, T64–T65</p> <p>Unit 3: Generate Questions, T39 First Read: Notice, T43 Use Illustrations, T32–T33, Use Visual Clues, T35</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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|---|---|
| <p>RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> | <p>Unit 3: Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193 Respond and Analyze, T178–T179 Reflect and Share, T200–T201</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| Range of Reading and Level of Text Complexity | |
| <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> | <p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Literary Text, T14–T83, T84–T145, T146–T207, T278–T339</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Literary Text, T138–T197</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Literary Text, T14–T83, T84–T143, T144–T205, T266–T323</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Literary Text, T268–T329</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Literary Text, T198–T265, T266–T327</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Levels 1–5</i></p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Levels 1–5</p> |

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|--|--|
| RI Reading Informational Text | |
| Key Ideas and Details | |
| <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <p>Unit 1: First-read Strategies: Generate Questions (examples), T226, T229, T237, T249</p> <p>Unit 2: Evaluate Details, T96, T100, T105, T106, T108, T124–T125</p> <p>First-read Strategies: Generate Questions (examples), T38, T40, T106, T110, T112, T175, T226, T229, T233, T237, T241, T299, T303, T307</p> <p>Unit 3: First-read Strategies: Generate Questions (examples), T224, T226, T230, T232, T235</p> <p>Unit 4: Make Inferences, T93, T98, T100, T103, T105, T107, T124–T125</p> <p>Ask and Answer Questions, T158, T163, T165, T168, T170, T172, T188–T189</p> <p>First-read Strategies: Generate Questions (examples), T32, T35, T99, T104, T107, T171, T220, T224, T228, T232</p> <p>Unit 5: First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> | <p>Unit 2: Main idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362</p> <p>Unit 3: Summarize Informational Text, T229, T230, T235, T236, T252–T253</p> <p>Unit 4: Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417</p> <p>Unit 5: Synthesize Details/Information, T101, T102, T105, T109, T124–T125</p> <p>Evaluate Details, T286, T288, T290, T297, T314–T315</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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| <p>RI.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, T36, T39, T40, T43, T50, T55, T105, T108, T111, T115, T166, T174, T175, T230, T235, T238, T245, T301, T307, T311</p> <p>Unit 2: Evaluate Details, T208 Analyze Text Structure, T116 Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239</p> <p>Unit 3: Cross-Curricular Perspectives: Science, T45, T46 Explore Infographics, T148–T149, T270–T271 Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T39, T47, T100, T102, T108, T160, T169, T172–T173, T223, T227, T233, T237, T288, T295, T298 Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57</p> <p>Unit 5: Explore Infographics, T142–T143 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>Craft and Structure</p> | |
| <p>RI.3.4 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> | <p>Unit 1: Develop Vocabulary, T250–T251</p> <p>Unit 2: Develop Vocabulary, T48–T49, T110– T111, T232–T233, T294–T295</p> <p>Unit 3: Develop Vocabulary, T56–T57, T116–T117, T178–T179, T239–T297</p> <p>Unit 4: Develop Vocabulary, T50–T51, T110–T111, T174–T175, T240–T241</p> <p>Unit 5: Develop Vocabulary, T52–T53, T110–T111, T170–T171</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p>Unit 1: Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p>Unit 2: Explore Infographics, T18–T19, T80–T81, T202–T203 Conduct Research: Library Databases, T458–T459</p> <p>Unit 3: Explore Infographics, T148–T149, T270–T271 Conduct Research: Search Engines, T460–T461</p> <p>Unit 4: Explore Infographics, T142–T143 Conduct Research: Library of Congress, T466–T467</p> <p>Unit 5: Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> | <p>Unit 4: Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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| Integration of Knowledge and Ideas | |
| <p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> | <p>Unit 1: Interact with Sources: Explore the Diagram & Infographics, T150–T151, T212–T213 Explore Maps, T18–T19 Explore Media, T282–T283 Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p>Unit 2: Interact with Sources: Explore the Diagram & Infographics, T18–T19, T80–T81, T142–T143, T264–T265</p> <p>Unit 3: Interact with Sources: Explore the Infographics, T148–T149, T270–T271</p> <p>Unit 4: Interact with Sources: Explore the Infographics, T142–T143</p> <p>Unit 5: Interact with Sources: Explore the Infographics, T142–T143 Explore Maps, T84–T85 Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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|---|--|
| <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> | <p>Unit 1: Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257</p> <p>Unit 2: Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239</p> <p>Unit 3: Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p>Unit 4: Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57</p> <p>Unit 5: Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> | <p>Unit 2: Respond and Analyze, T232–T233 Analyze Text Structure, T238–T239 Compare and Contrast Texts, T220, T223, T227, T231, T246–T247 Reflect and Share, T254–T255</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

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| Range of Reading and Level of Text Complexity | |
| <p>RI.3.10 By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p> | <p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Informational Text, T208–T277</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Informational Text, T14–T75, T76–T137, T198–T259, T260–T321</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Informational Text, T206–T265</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Informational Text, T14–T77, T78–T137, T138–T201, T202–T267</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Informational Text, T14–T79, T80–T137, T138–T197</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5</p> |

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| RF Reading Foundation Skills | |
| Phonics and Word Recognition | |
| RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. | |
| RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes. | <p>Unit 3: Word Study: Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135 Word Study: Suffixes -ful, -y, -ness, T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257 Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400</p> <p>Unit 4: Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406 Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> <p>Unit 5: Word Study: Suffix -en, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257 Spelling Words with Suffix -en, TT388, T392, T396, T404</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling</p> |
| RF.3.3.B Decode words with common Latin suffixes. | <p>Unit 4: Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling</p> |

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|--|--|
| RF.3.3.C Decode multisyllable words. | <p>Students have opportunities to decode multisyllabic words throughout the text. For examples see:</p> <p>Unit 1: Syllable Pattern VC/CV, T54, T356 Vowel Digraphs, T220–T221, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440 Diphthongs, T448, T452, T460, T464</p> <p>Unit 2: Syllable Patterns, T26, T210–T211, T219, T229, T234–T235, T242–T243, T256–T257, T312–T313 r-Controlled Vowels, T88–T89, T112–T113, T120–T121, T134–T135, T188–T189, T358, T366</p> <p>Unit 3: Spell Vowel Teams, T408, T412, T416, T424, T444</p> <p>Unit 4: r-Controlled Vowels, T26–T27, T52–T53, T60–T61, T128–T129, T342, T346, T350, T358, T378</p> <p>Unit 5: Vowel Patterns, T26–T27, T54–T55, T62–T63, T76–T77, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T188–T189, T348, T372 Words with Suffix, T150–T151, T172–T173, T180–T181, T194–T195</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling</p> |

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| RF.3.3.D Read grade-appropriate irregularly spelled words. | <p>Unit 1: High-Frequency Words, T58–T59, T120–T121, T182–T183, T252–T253, T314–T315, T356, T380, T404, T428, T452</p> <p>Unit 2: High-Frequency Words, T50–T51, T112–T113, T172– T173, T234–T235, T296–T297, T362, T386, T410, T434 Irregular Plural Nouns, T363, T367, T368, T371, T375, T383</p> <p>Unit 3: High-Frequency Words, T58–T59, T118–T119, T180–T181, T240–T241, T298–T299, T340, T364, T388, T412, T436 Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448 Irregular Verbs, T413, T417, T421, T425, T433</p> <p>Unit 4: High-Frequency Words, T52–T53, T112– T113, T176–T177, T242–T243, T304–T305, T346, T370, T394, T418, T442 Irregular Plurals, T68–T69, T354</p> <p>Unit 5: High-Frequency Words, T54–T55, T112–T113, T172–T173, T240–T241, T302–T303, T344, T368, T392, T416, T440</p> |
| Fluency | |
| RF.3.4 Read with sufficient accuracy and fluency to support comprehension. | |
| RF.3.4.A Read grade-level text with purpose and understanding. | <p>Unit 1: Fluency, T152, T214, T270, T284, T286, T311, T316 Read, T32, T102, T164, T226, T296</p> <p>Unit 2: Fluency, T60, T82, T130, T144, T146, T169 Read, T32, T94, T156, T278</p> <p>Unit 4: Fluency, T198, T212, T214, T236 Read, T32, T102, T224, T284</p> <p>Unit 4: Fluency, T144, T146, T173 Read, T32, T96, T156, T220, T286</p> <p>Unit 5: Read, T32, T98, T156, T216, T284 Fluency, T237, T272</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers :Levels 1–5; Professional Development Center>Foundational Skills>Fluency</i></p> |

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| <p>RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> | <p>Fluency practice and skill development is integrated throughout the program and includes teacher modeling and teacher-led assessment options. See the following representative examples:</p> <p>Unit 1: Fluency, T152, T214, T270, T284, T286, T311, T316</p> <p>Unit 2: Fluency, T60, T82, T130, T144, T146, T169</p> <p>Unit 4: Fluency, T198, T212, T214, T236</p> <p>Unit 4: Fluency, T144, T146, T173</p> <p>Unit 5: Fluency, T237, T272</p> |
| <p>RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Opportunities exist throughout Grade 3 to use context clues. For examples see:</p> <p>Unit 1: Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305</p> <p>Unit 2: Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288</p> <p>Unit 3: Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228</p> <p>Unit 4: Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226</p> <p>Unit 5: Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p> |

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| W Writing | |
| Text Types and Purposes | |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | <p>Unit 1: Explore and Plan: Argumentative Writing, T474–T475</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T458–T459</p> <p>Unit 4: Opinion Essay, T339, T340–T341 Minilesson: Plan Your Opinion Essay, T339, T356 Develop the Topic, T344–T345 Brainstorm Topics and Focus on Opinion, T352–T353</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T462–T463</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.3.1.B Provide reasons that support the opinion. | <p>Unit 4: Genre Immersion Lesson: Opinion Essay, T339, T340–T341 Minilesson: Point of View and Reasons, T348–T349 Develop the Topic, T344–T345 Plan Your Opinion Essay, T339, T356 Develop an Opinion, T363, T368–T369 Develop the Topic, T364–T365 Distinguish Between Fact and Opinion, T372–T373 Develop Reasons, T376–T377 Develop Supporting Facts, T380 Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |

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| W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | <p>Unit 4: Minilesson: Point of View and Reasons, 348 Minilesson: Topics and Focus an Opinion, 352 Minilesson: Organize Supporting Reasons, T387, T392–T393 Organize Supporting Facts, T396–T397</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T462–T463</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.3.1.D Provide a conclusion. | <p>Unit 4: Compose an Introduction, T388–T389 Compose A Conclusion, T400</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p> |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| W.3.2.A Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. | <p>Unit 2: How-to Article, T332–T333 Brainstorm and Set a Purpose, T344–T345 Plan Your How-to Article, T348 Minilesson: Develop an Engaging Main Idea, T356–T357 Minilesson: Develop an Introduction, T379, T381–T381 Minilesson: Add Illustrations, T392–T393 Assessment, T444 Explore and Plan: Informational Writing, T456–T457</p> <p>Unit 4: Explore and Plan: Informational Writing, T464–T465</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |

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| W.3.2.B Develop the topic with facts, definitions, and details. | <p>Unit 2: Compose Facts and Details, T340–T341 Minilesson: Develop Relevant Details, T360–T361 Add Facts and Definitions, T364–T365 Minilesson: Clarify Steps Using Strong Verbs, T372</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | <p>Unit 2: Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.3.2.D Provide a conclusion. | <p>Unit 2: Organize Steps into Sequence, T388–T389 Minilesson: Develop and Compose A Conclusion, T396</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |

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| W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. | |
| W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | <p>Unit 1: Genre Immersion Lesson: Personal Narrative, T349, T350–T351 Setting and Sequence of Events, T349, T358–T359 Minilesson: Narrator, T354–T355, T378–T379 Brainstorm and Set a Purpose, T362–T363 Plan Your Personal Narrative, T366–T367 Minilesson: Compose A Setting, T373, T382–T383 Develop an Engaging Idea, T374–T375 Problem, T386–T387 Resolution, T390–T391 Minilesson: Compose an Introduction, T398</p> <p>Unit 3: Historical Fiction, T333, T334–T335 Identify Characters and Setting, T338–T339 Minilesson: Develop Plot, T342–T343 Brainstorm Ideas, T346–T347 Plan Your Historical Fiction Story, T350 Minilesson: Compose Characters, T358–T359 Compose a Setting, T362–T363 Develop an Introduction, T382–T383</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.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. | <p>Unit 1: Minilesson: Narrator, T354–T355 Minilesson: Develop Dialogue, T406–T407 Describe Actions, Thoughts, and Feelings & Activities, T410–T411</p> <p>Unit 3: Compose Characters, T358–T359 Minilesson: Compose Dialogue, T394–T395 Describe Events with Details, T398</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |

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| W.3.3.C Use temporal words and phrases to signal event order. | <p>Unit 1: Setting and Sequence of Events, T349 Develop an Event Sequence, T402–T403</p> <p>Unit 3: Draft an Event Sequence, T386–T387</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| W.3.3.D Provide a sense of closure. | <p>Unit 1: Compose a Conclusion, T414</p> <p>Unit 3: Minilesson: Plot: Plan a Resolution, T370–T371</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics >Writing Workshop Conference Notes</p> |
| Production and Distribution of Writing | |
| W.3.4 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: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273</p> <p>Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255</p> <p>Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399 Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261</p> <p>Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263</p> |

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| <p>(Continued) W.3.4 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> | <p>(Continued) Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403 Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | <p>Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399 Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Unit 5: Poetry, T334–T351, T358–T379, T386–T403 Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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| <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> | <p>Unit 1: Publish and Celebrate, T454</p> <p>Unit 2: Publish and Celebrate, T436</p> <p>Unit 3: Minilesson: Publish and Celebrate, T438</p> <p>Unit 4: Minilesson: Use Technology to Publish Writing, T436 Publish and Celebrate, T444</p> <p>Unit 5: Minilesson: Create a Visual Display, T402 Minilesson: Publish and Celebrate, T442</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>> >Writing Workshop Conference Notes</p> |
| Research to Build and Present Knowledge | |
| <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> | <p>Unit 1: Project-Based Inquiry, T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487</p> <p>Unit 2: Project-Based Inquiry T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469</p> <p>Unit 3: Project-Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p> <p>Unit 4: Project-Based Inquiry T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477</p> <p>Unit 5: Project-Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p> |

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| <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> | <p>Unit 1: Conduct Research: Field Research, T476–T477 Refine Research: Identify Primary and Secondary Sources, T480–T481</p> <p>Unit 2: Conduct Research: Library Databases, T458–T459 Refine Research: Citing Sources, T462–T463 Extend Research: Include Visuals/Media, T464–T465</p> <p>Unit 3: Explore the Primary Sources, T18–T19 Conduct Research: Search Engines, T460–T461 Refine Research: Paraphrasing and Quoting, T464–T465 Extend Research: Incorporate Media, T466–T467</p> <p>Unit 4: Explore the Primary Sources, T18–T19 Conduct Research: Library of Congress, T466–T467 Refine Research: Identifying Sources, T470–T471 Extend Research: Include Images, T472–T473</p> <p>Unit 5: Explore the Primary Sources, T202–T203 Conduct Research: Bookmarking, T464–T465 Refine Research: Works Cited Page, T468–T469</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p> |

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| <p>Range of Writing</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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> | <p>Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273</p> <p>Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255</p> <p>Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399 Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261</p> <p>Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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| SL Speaking and Listening | |
| Comprehension and Collaboration | |
| SL.3.1 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. | |
| SL.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Plan Your How-to Article, T348</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325</p> <p>Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| SL.3.1.B Follow agreed-upon norms 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>Unit 1: My Turn, T390</p> <p>Unit 3: Listening Comprehension, T150</p> <p>Unit 4: Listening Comprehension, T144, T274</p> <p>Unit 5: Listening Comprehension, T272</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>SL.3.1.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: Reflect and Share: Talk About It, T78–T79, T334–T335 Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275</p> <p>Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |
| <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> | <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Collaborate and Discuss, T478–T479, T484–T485</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Collaborate and Discuss, T460–T461, T466–T467</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Collaborate and Discuss, T366–T463, T468–T469</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Collaborate and Discuss, T468–T469, T474–T475</p> <p>Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Collaborate and Discuss, T466–T467, T472–T473</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |

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| <p>SL.3.2 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, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 Explore Maps, T18–T19 Explore Media, T282–T283 Explore Infographics, T212–T213</p> <p>Unit 2: Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Explore Infographics, T80–T81, T202–T203</p> <p>Unit 3: Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273 Explore Infographics, T148–T149, T270–T271</p> <p>Unit 4: Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 Explore Infographics, T142–T143</p> <p>Unit 5: Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Explore Infographics, T142–T143 Explore Maps, T84–T85</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |
| <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>Unit 1: Minilesson: Ask and Answer Questions, T104, T106, T109, T116, T132–T133 Reflect and Share: Talk About It, T78–T79, T334–T335 Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275</p> |

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| <p>(Continued) SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>(Continued) Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |
| Presentation of Knowledge and Ideas | |
| <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <p>Unit 1: Listening Comprehension, T20–T21 Plan Your Personal Narrative, T366 Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487 Publish and Celebrate, T454–T455 Unit 2: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469 Publish and Celebrate, T436–T437 Unit 3: Listening Comprehension, T20–T21 Plan Your Historical Fiction Story, T350 Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471 Publish and Celebrate, T438–T439 Unit 4: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477 Publish and Celebrate, T444–T445 Unit 5: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475 Publish and Celebrate, T442–T443 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>Unit 1: Using Media to Record Presentations, T454 Unit 2: Extend Research: Include Visuals/Media, T464–T465 Unit 3: Create an Audio Recording of a Story, T390–T391 Adding Media, T438–T439 Extend Research: Incorporate Media, T466–T467 Unit 4: Extend Research: Include Images, T472–T473 Unit 5: Create an Audio Recording, T398–T399 Create a Visual Display, T402–T403 Extend Research: Present a Slide Show, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |
| <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469 Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471 Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477 Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |

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| L Language | |
| Conventions of Standard English | |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <p>Unit 1: Pronouns, T430–T431 Adverbs, T434–T435 Common and Proper Nouns, T453, T457, T461, T465</p> <p>Unit 2: Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413 Adverbs, T416–T417</p> <p>Unit 3: Verb Tenses, T389, T393, T397, T401, T409 Pronouns, T437, T441, T445, T449</p> <p>Unit 4: Adverbs, T443, T447, T451, T455</p> <p>Unit 5: Precise Verbs, T288, T289, T296, T316–T317 Adverbs, T341, T369, T373, T377, T389, T438–T439 Adjectives, T345, T349, T353, T357, T365, T438–T439</p> <p>Digital Resources: <i>Language Awareness Handbook</i>; <i>Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.B Form and use regular and irregular plural nouns. | <p>Unit 1: Inflected Endings, T96–T97, T120–T121, T142–T143 Spelling: Inflected Endings, T376, T380, T384, T386</p> <p>Unit 2: Singular and Plural Nouns, T336, T339, T343, T347, T351, T359 Irregular Plural Nouns, T363, T367, T368, T371, T375, T383</p> <p>Unit 3: Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448</p> <p>Unit 4: Irregular Plurals, T68–T69, T354</p> <p>Digital Resources: <i>Language Awareness Handbook</i>; <i>Resource Download Center</i>>Language and Conventions</p> |

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| L.3.1.C Use abstract nouns (e.g., childhood). | <p>Unit 4: Write for a Reader, T66–T67</p> <p>Unit 5: Edit for Nouns, T418</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.D Form and use regular and irregular verbs. | <p>Unit 1: Verbs, T450–T451</p> <p>Unit 2: Helping Verbs, T435, T439, T443, T447</p> <p>Unit 3: Irregular Verbs, T413, T417, T421, T425, T433 Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | <p>Unit 3: Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.F Ensure subject-verb and pronoun-antecedent agreement. | <p>Unit 3: Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384</p> <p>Unit 5: Pronoun-Antecedent Agreement, T417, T421, T425, T429, T437</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |

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| L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | <p>Unit 1: Minilesson: Comparative and Superlative Adjectives, T426–T427 Minilesson: Adverbs, T434–T435</p> <p>Unit 4: Comparing with Adjectives, T419, T423, T427, T431 Adverbs, T443, T447, T451, T455</p> <p>Unit 5: Comparing with Adjectives, T345, T349, T353, T357, T365 Comparative and Superlative Adjectives, T422–T423 Adverbs, T341, T369, T373, T377, T389, T438–T439</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.H Use coordinating and subordinating conjunctions. | <p>Unit 1: Compound Sentences, T413 Coordinating Conjunctions, T422–T423 Compound Subjects and Predicates, T429, T433</p> <p>Unit 2: Edit for Coordinating Conjunctions, T420</p> <p>Unit 5: Complex Sentences, T401</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.1.I Produce simple, compound, and complex sentences. | <p>Unit 1: Simple Sentences, T356, T361, T365, T369, T377 Compound Sentences, T429, T433, T437, T441, T449</p> <p>Unit 2: Compound Sentences, T420</p> <p>Unit 4: Compound Sentences, T291</p> <p>Unit 5: Complex Sentences, T393, T397, T401, T405, T413</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |

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| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.3.2.A Capitalize appropriate words in titles. | <p>Unit 2: Citing Sources, T462–T463</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.2.B Use commas in addresses. | <p>Unit 5: Edit for Punctuation Marks, T426–T427, T441, T445</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.2.C Use commas and quotation marks in dialogue. | <p>Unit 1: Develop Dialogue, T406–T407</p> <p>Unit 3: Compose Dialogue, T394–T395</p> <p>Unit 5: Edit for Commas, T445, T449</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |
| L.3.2.D Form and use possessives. | <p>Unit 2: Language & Conventions: Singular Possessive Nouns, T387, T388, T391, T395, T399, T407</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p> |

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| <p>L.3.2.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>Unit 1: High-Frequency Words, T58–T59, T120–T121, T182– T183 Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464</p> <p>Unit 2: High-Frequency Words, T112–T113, T172–T173 Spell Syllable Patterns, T334, T338, T342, T350 Spelling r Controlled Vowels, T358, T362, T366, T374 Spell Words with Syllable Patterns, T406, T410, T414, T422</p> <p>Unit 3: High-Frequency Words, T180–T181, T298– T299 Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400 Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424 Spell Irregular Plural Nouns, T432, T436, T440, T448</p> <p>Unit 4: High-Frequency Words, T52–T53, T176–T177, T242–T243 Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358 Spell Words with the VCCCV Pattern, T366, T370, T374, T382 Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406</p> <p>Unit 5: High-Frequency Words, T27, T172–T173, T240–T241, T302–T303 Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356 Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372 Spelling Words with Suffix -en, TT388, T392, T396, T404 Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428 Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p> |

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| <p>L.3.2.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: Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464</p> <p>Unit 2: Spell Syllable Patterns, T334, T338, T342, T350 Spelling r Controlled Vowels, T358, T362, T366, T374 Spelling: Spell Compound Words, T382, T386, T390, T398 Spell Words with Syllable Patterns, T406, T410, T414, T422 Spell Contractions, T430, T434, T438, T446</p> <p>Unit 3: Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Abbreviations, T360, T364, T368, T376 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400 Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424 Spell Irregular Plural Nouns, T432, T436, T440, T448</p> <p>Unit 4: Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358 Spell Words with the VCCCV Pattern, T366, T370, T374, T382 Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406 Spelling: Words That Are Homographs, T414, T418, T422, T430 Spell Homophones, T438, T442, T446, T454</p> <p>Unit 5: Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356 Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372 Spelling Words with Suffix -en, TT388, T392, T396, T404 Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428 Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p> |

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| L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>Students are encouraged to use glossaries and dictionaries throughout the program. For examples see:</p> <p>Unit 1: Using Print or Digital Sources, T94–T95 Academic Vocabulary, T156–T157 Preview Vocabulary, T226–T227 How to Use a Glossary, T502–T503</p> <p>Unit 2: Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149 How to Use a Glossary, T484–T485 Using a Dictionary or Glossary, T364–T365</p> <p>Unit 3: Academic Vocabulary, T24–T25 How to Use a Glossary, T486–T487</p> <p>Unit 4: Academic Vocabulary, T24–T25 How to Use a Glossary: T492–T493</p> <p>Unit 5: Academic Vocabulary, T24–T25 How to Use a Glossary: T490–T491</p> |
| Knowledge of Language | |
| L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.3.3.A Choose words and phrases for effect. | <p>Unit 1: Describe Actions, Thoughts and Feelings, T410</p> <p>Unit 4: Choose Words and Phrases for Effect, T86</p> <p>Unit 5: Composing Like a Poet, T362–T363 Compose with Imagery, T366–T367 Compose with Figurative Language, T378 Revise for Word Choice: Verbs, T394–T395</p> |
| L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English. | <p>Unit 1: Celebrate and Reflect, T486–T487</p> <p>Unit 3: Explore and Plan, T458–T459 Celebrate and Reflect, T470–T471</p> |

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| Vocabulary Acquisition and Use | |
| L.3.4 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.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase. | <p>Opportunities exist throughout Grade 3 to use context clues. For examples see:</p> <p>Unit 1: Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305</p> <p>Unit 2: Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288</p> <p>Unit 3: Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228</p> <p>Unit 4: Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226</p> <p>Unit 5: Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p> <p>Digital Resources: <i>Resource Download Center</i>> Vocabulary</p> |
| L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | <p>Unit 1: Related Words, T24–T25, T44, T47, T53 Inflected Endings, T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199 Base Words and Endings, T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269, T400, T404, T408, T416</p> <p>Unit 2: Related Words, T24–T25, T35, T37</p> <p>Unit 3: Related Words, T24–T25, T42, T51 Teach Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135 Word Study: Suffixes, T180–T181, T188–T189, T202–T203</p> <p>Unit 4: Related Words, T24–T25, T38, T42, T48 Word Study and Activities: Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> <p>Unit 5: Word Study: Suffixes, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257 Related Words, T24–T25, T37, T41, T47</p> |

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| (Continued) L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | (Continued) Digital Resources: <i>Resource Download Center>Spelling; Professional Development Center: Vocabulary</i> |
| L.3.4.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>Unit 1: Academic Vocabulary: Related Words, T24–T25, T44, T47, T53</p> <p>Unit 2: Academic Vocabulary: Related Words, T24–T25, T35, T37</p> <p>Unit 3: Academic Vocabulary: Related Words, T24–T25, T42, T51</p> <p>Unit 4: Academic Vocabulary: Related Words, T24–T25, T38, T42, T48</p> <p>Unit 5: Academic Vocabulary: Related Words, T24–T25, T37, T41, T47</p> <p>Digital Resources: <i>Resource Download Center>Vocabulary</i></p> |
| L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | <p>Students are encouraged to use glossaries and dictionaries throughout the program. For examples see:</p> <p>Unit 1: Using Print or Digital Sources, T94–T95 Academic Vocabulary, T156–T157 Preview Vocabulary, T226–T227 How to Use a Glossary, T502–T503</p> <p>Unit 2: Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149 How to Use a Glossary, T484–T485 Using a Dictionary or Glossary, T364–T365</p> <p>Unit 3: Academic Vocabulary, T24–T25 How to Use a Glossary, T486–T487</p> <p>Unit 4: Academic Vocabulary, T24–T25 How to Use a Glossary: T492–T493</p> <p>Unit 5: Academic Vocabulary, T24–T25 How to Use a Glossary: T490–T491</p> |

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| L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | <p>Unit 1: Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240 Analyze Descriptive Language, T318–T319</p> <p>Unit 2: Figurative Language, T45, T208–T209, T227, T230</p> <p>Unit 3: Figurative Language, T50, T216–T217, T230, T236 Context Clues, T154–T155</p> <p>Unit 4: Context Clues, T148–T149 Figurative Language, T44, T238</p> <p>Unit 5: Figurative Language, T208, T230, T234</p> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary</p> |
| L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | <p>Unit 2: Develop Vocabulary, T170–T171</p> <p>Unit 4: Academic Vocabulary: Analogies, T212</p> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary</p> |
| L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | <p>Unit 2: Analyze Precise Verbs, T118</p> <p>Unit 5: Revise for Word Choice: Verbs, T394–T395</p> <p>Also see:</p> <p>Unit 1: Related Words, T24–T25, T44, T47, T53</p> <p>Unit 2: Related Words, T24–T25, T35, T37</p> <p>Unit 3: Related Words, T24–T25, T42, T51</p> <p>Unit 4: Related Words, T24–T25, T38, T42, T48</p> <p>Unit 5: Related Words, T24–T25, T37, T41, T47</p> |

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| <p>L.3.6 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).</p> | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T312–T313 Academic Vocabulary, T24–T25, T44, T47, T94–T95, T112, T156–T157, T169, T171, T218–T219</p> <p>Unit 2: Develop Vocabulary, T48–T49, T110– T111, T170–T171, T294–T295 Academic Vocabulary, T24–T25, T35, T86–T87, T99, T148–T149, T208–T209, T270–T271</p> <p>Unit 3: Develop Vocabulary, T56–T57, T178–T179, T238–T239, T239–T297 Academic Vocabulary, T12, T24–T25, T51, T94–T95, T106, T154–T155, T216–T217, T276–T277</p> <p>Unit 4: Develop Vocabulary, T50–T51, T110–T111, T302–T303 Academic Vocabulary, T12, T24–T25, T88–T89, T101, T148–T149, T212–T213, T278–T279</p> <p>Unit 5: Develop Vocabulary, T52–T53, T170–T171, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T37, T90–T91, T148–T149, T158, T208–T209, T276–T277</p> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary</p> |

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