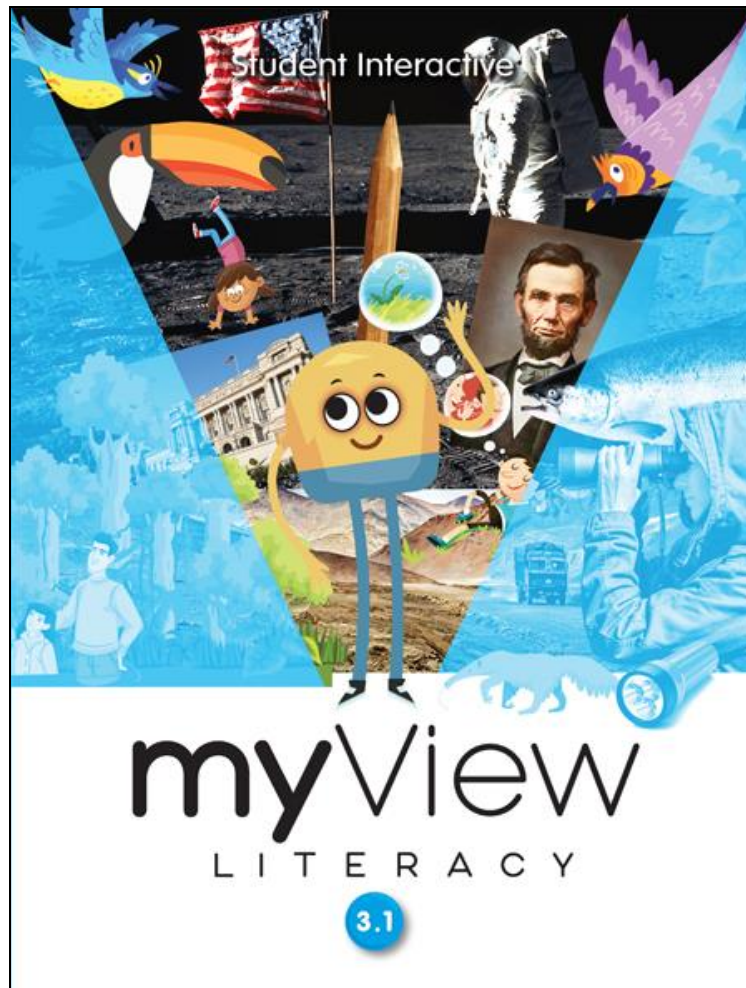


A Correlation of



To the

New York State Next Generation English Language Arts Learning Standards 2017 Grade 3

A Correlation of myView Literacy, Grade 3 ©2020 to the New York State Next Generation English Language Arts Learning Standards 2017

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the New York State Next Generation English Language Arts Learning Standards, 2017. 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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| 3R Reading | |
| Literary and Informational Text | |
| Key Ideas and Details | |
| <p>3R1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</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, T226, T229, T237, T249, T296, T307</p> <p>Unit 2: Evaluate Details, T96, T100, T105, T106, T108, T124–T125 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), T32, T35, T46, T47, T50, T112, T114, T173, T224, T226, T230, T232, T235, T292, T294</p> <p>Unit 4: Make Inferences, T93, T98, T100, T103, T105, T107, T124–T125, T283 Ask and Answer Questions, T158, T163, T165, T168, T170, T172, T188–T189 First-read Strategies: Generate Questions (examples), T32, T35, T99, T104, T107, T171, T220, T224, T228, T232, T286, T288, T296</p> <p>Unit 5: Evaluate Details, T286, T288, T290, T297, T314–T315 First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167, T216, T219, T221, T225, T228, T291, T294, T297</p> |

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| <p>3R2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.</p> | <p>Unit 1: Infer Theme, T107, T109, T113–T115, T117, T124–T125</p> <p>Unit 2: Identify Main Idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T91 Evaluate Details, T96, T100, T105, T106, T108, T124–T125</p> <p>Unit 3: Infer Theme, T165, T166, T169, T172, T174, T184–T185 Summarize Informational Text, T229, T230, T235, T236, T252–T253</p> <p>Unit 4: Identify Main Idea and Details, T99, T102, T104, T108–T109, T116–T117</p> <p>Unit 5: Evaluate Details, T286, T288, T290, T297, T314–T315 Infer Theme, T289, T292, T294, T298, T306–T307</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>3R3 In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p>Unit 1: Analyze Characters, T166, T167, T169–T171, T174, T178, T186–T187</p> <p>Unit 2: Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T218, T221, T222, T226, T229, T230, T238–T239 Synthesize Details/Information, T158, T161, T163, T164, T166, T169, T184–T185</p> <p>Unit 3: Analyze Characters, T107, T109, T110, T112, T115, T122–T123 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> |

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| <p>(Continued) 3R3 In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p>(Continued) Unit 5: Analyze Point of View, T219, T223, T226, T227, T230, T235, T237, T244–T245 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177 Synthesize Details/Information, T101, T102, T105, T109, T124–T125</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>Craft and Structure</p> | |
| <p>3R4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words.</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 Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240 Analyze Imagery, T188–T189</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 Figurative Language, T45, T208–T209, T227, T230,</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 Figurative Language, T216–T217, T230, T236</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 Figurative Language, T44, T238</p> |

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| <p>(Continued) 3R4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words.</p> | <p>(Continued) 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 Figurative Language, T208–T209, T230, T234 Digital Resources: <i>Language Awareness Handbook</i>>Vocabulary</p> |
| <p>3R5 In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.</p> | <p>Unit 1: Text Features, T48, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 Informational Text, T216–T217 Poetry, T88–T89 Unit 2: Informational Text, T22–T23, T84–T85, T101, T268–269 Unit 3: Analyze Plot and Setting, T62–T63 Reflect and Share, T78–T79 Poetry, T88–T89, T274–T275 Unit 4: Text Features, T104 Identify Play Elements, T288, T290, T292, T298, T301, T308–T309 Reflect and Share, T324–T325 Poetry, T272–T273 Unit 5: Text Features, T35, T36, T38, T39, T40, T41, T43, T45, T46, T48, T49, T50, T51, T58–T59, T60–T61, T68–T69, T163, T167 Analyze Text Structure, T104, T176–T177 Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363 Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| 3R6 Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. | <p>Unit 1: Author’s Purpose, T45, T52, T172,</p> <p>Unit 2: Recognize Point of View of Author, T216, T224</p> <p>Unit 4: Biography, T86–T87, T146–T147 Explain Author’s Purpose, T166, T180–T181 Write to Sources, T196–T197 Distinguish Viewpoint, T222, T246–T247 Point of View, T232 Writing Workshop: Point of View and Reasons, T348</p> <p>Unit 5: Historical Fiction, T206 Analyze Point of View, T220, T226, T230, T244–T245 Analyze Voice, T246–T247</p> |
| Integration of Knowledge and Ideas | |
| 3R7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). | <p>Unit 1: Text Features, T48, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 Informational Text, T216–T217 Use Text Evidence, T232, T264–T265 First Read: Notice, T39 Graphic Features, T42, T107, T109, T126–T127, T134–T135, T177, T179, T233, T234, T242, T244, T258–T259, T266–T267</p> <p>Unit 2: Analyze Illustrations, T59, T160, T162, T167, T168, T176–T177 Synthesize Information, T184–T185 Informational Text, T22–T23, T84–T85, T101, T268–269 Informational Writing, T456–T457 Graphic Features, T47, T56–T57, T64–T65, T109 First Read: Notice, T289</p> <p>Unit 3: Explain the Use of Illustrations, T38, T40, T52, T64–T65 Graphic Features, T34 Compare Texts, T162</p> <p>Unit 4: Text Features, T104 Informational Writing, T464–T465 Graphic Features, T99, T106, T118–T119, T126–T127, T226, T234</p> |

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| <p>(Continued) 3R7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).</p> | <p>(Continued) Unit 5: Text Features, T35, T36, T38, T39, T40, T41, T43, T45, T46, T48, T49, T50, T51, T58–T59, T60–T61, T68–T69, T163, T167 Analyze Text Structure, T104, T176–T177 Graphic Features, T103, T105, T107, T126–T127, T218, T231 Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>3R8 Explain how claims in a text are supported by relevant reasons and evidence.</p> | <p>Unit 2: Listening Comprehension: Persuasive Text, T204–T205 Persuasive Text, T206–T207 Analyze Text Structure, T218, T221, T222, T226, T229, T230, T238–T239 Check for Understanding, T233 Compare and Contrast Texts, T246–T247 Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p> |

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| <p>3R9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> | <p>Unit 1: Traditional Tale, T22–T23 Poetry, T88–T89 Realistic Fiction, T154–T155 Argumentative Text, T474–T475 Reflect and Share, T78–T79, T140–T141, T202–T203, T272–T273, T334–T335</p> <p>Unit 2: Informational Text, T22–T23, T84–T85, T268–T269, T456–T457 How-to Article, T332–T323, T336–T337 Realistic Fiction, T146–T147 Compare and Contrast Texts, T219, T220, T223, T227, T231, T246–T247 Reflect and Share, T70–T71, T132–T133, T192–T193, T254–T255, T316–T317</p> <p>Unit 3: Poetry, T88–T89, T274–T275 Biography, T214–T215 Make Connections, 104, T105, T108, T111, T113, T114, T130–T131 Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193 Reflect and Share, T78–T79, T138–T139, T200–T201, T260–T261, T318–T319</p> <p>Unit 4: Informational Text, T464–T465 Narrative Nonfiction, T210–T211 Poetry, T272–T273 Drama/Play, T276–T277, T288, T292, T294, T308–T309 Make Connections, T217, T223, T224, T228, T230, T234, T236, T238, T254– T255 Reflect and Share, T72–T73, T132–T133, T196–T197, T262–T263, T324–T325</p> <p>Unit 5: Informational Text, T22–T23, T88–T89 Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363 Make Connections, T213, T220, T225, T228, T231, T233, T234, T236, T252–T253 Reflect and Share, T74–T75, T132–T133, T192–T193, T260–T261, T322–T323</p> |

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| 3RF Foundational Skills | |
| Print Concepts | |
| Phonological Awareness | |
| Phonics and Word Recognition | |
| 3RF3 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| 3RF3a Identify and know the meaning of the most common prefixes and 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>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |

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| 3RF3b Decode multi-syllabic 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> |
| 3RF3c Identify, know the meanings of, and decode words with suffixes. | <p>Unit 3: Word Study: Suffixes -ful, -y, -ness, T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257 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, T388, T392, T396, T404</p> |

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| <p>3RF3d Recognize and read grade-appropriate irregularly spelled words.</p> | <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> |

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| Fluency | |
| 3RF4 Read grade-level text with sufficient accuracy and fluency to support comprehension. | |
| 3RF4a Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. | <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>Digital Resources: <i>Assessments and Practice</i>>Cold Reads for Fluency and Comprehension <i>Professional Development Center</i>>Foundational Skills>Fluency</p> |
| 3RF4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <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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| 3W Writing | |
| Text Types and Purposes | |
| 3W1 Write an argument to support claim(s), using clear reasons and relevant evidence. | <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</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W1a Introduce a claim, supported by details, and organize the reasons and evidence logically. | <p>Unit 4: Opinion Essay: Topic, T344–T345 Point of View and Reasons, T348–T349 Brainstorm Topics and Focus on Opinion, T352–T353 Develop the Topic, T364–T365 Develop an Opinion, T368–T369 Develop Reasons, T376–T377 Develop Supporting Facts, T380 Compose an Introduction, T388–T389 Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W1b Use precise language and content-specific vocabulary. | <p>Unit 4: Opinion Essay: Develop the Topic, T364–T365 Develop an Opinion, T368–T369 Distinguish Between Fact and Opinion, T372–T373 Develop Reasons, T376–T377 Develop Supporting Facts, T380 Revise Drafts by Adding Details, T416–T417 Edit for Spelling, T440–T441</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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| 3W1c Use linking words and phrases to connect ideas within categories of information. | <p>Unit 4: Opinion Essay: Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397 Revise Drafts by Adding Linking Words, T412–T413</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W1d Provide a concluding statement or section. | <p>Unit 4: Opinion Essay: Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397 Compose a Conclusion, T400–T401</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W2 Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | <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</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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| 3W2a Introduce a topic and organize related information together. | <p>Unit 2: How-to Article (Introduction), T332–T333 Compose a Headline and Lead, T336–T337 Write a Command, T368–T369 Clarify Steps Using Strong Verbs, T372 Develop an Introduction, T380–T381 Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W2b Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. | <p>Unit 2: How-to Article: Compose Facts and Details, T340–T341 Develop Relevant Details, T360–T361 Add Facts and Definitions, T364–T365 Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Add Illustrations, T392–T393</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W2c Use precise language and content-specific vocabulary. | <p>How-to Article: Compose Facts and Details, T340–T341 Add Facts and Definitions, T364–T365 Write a Command, T368–T369 Clarify Steps Using Strong Verbs, T372 Edit for Nouns, T412–T413 Edit for Adverbs, T416–T417</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |

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| 3W2d Use linking words and phrases to connect ideas within categories of information. | <p>How-to Article: Clarify Steps Using Strong Verbs, T372 Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Revising for Coherence and Clarity, T408–T409 Edit for Coordinating Conjunctions, T420</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W2e Provide a concluding statement or section. | <p>How-to Article: Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Develop and Compose a Conclusion, T396</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| 3W3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | <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</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</p> |
| 3W3a Establish a situation and introduce a narrator and/or characters. | <p>Unit 1: Personal Narrative: Narrator, T354–T355 Setting and Sequence of Events, T358–T359 Develop an Engaging Idea, T374–T375 Narrator, T378–T379 Compose a Setting, T382–T383 Problem, T386–T387 Resolution, T390 Compose an Introduction, T398–T399</p> |

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| 3W3b Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | Unit 1: Personal Narrative: Narrator, T354–T355, T378–T379 Compose a Setting, T382–T383 Problem, T386–T387 Resolution, T390 Develop an Event Sequence, T402–T403 Develop Dialogue, T406–T407 Describe Actions, Thoughts, and Feelings, T410–T411 |
| 3W3c Use temporal words and phrases to signal event order. | Unit 1: Personal Narrative: Setting and Sequence of Events, T358–T359 Develop an Event Sequence, T402–T403 Describe Actions, Thoughts, and Feelings, T410–T411 Coordinating Conjunctions, T422–T423 |
| 3W3d Provide a conclusion. | Unit 1: Personal Narrative: Setting and Sequence of Events, T358–T359 Resolution, T390 Develop an Event Sequence, T402–T403 Compose a Conclusion, T414 |
| 3W4 Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | Unit 5: Poetry, T338–T339, T342–T343, T346–T347, T350–T351, T354, T362–T363, T366–T367, T370–T371, T374–T375, T378, T386–T387 |
| Research to Build and Present Knowledge | |
| 3W6 Conduct research to answer questions, including self-generated questions, and to build knowledge. | Unit 1: Project–Based Inquiry, T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487 Unit 2: Project–Based Inquiry T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 3: Project–Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471 Unit 4: Project–Based Inquiry T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 5: Project–Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 |

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| (Continued) 3W6 Conduct research to answer questions, including self-generated questions, and to build knowledge. | (Continued) Digital Resources: <i>Resource Download Center:</i> Inquiry–Based Project Rubrics and Checklists |
| 3W7 Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. | <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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| 3SL Speaking and Listening | |
| Comprehension and Collaboration | |
| <p>3SL1 Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> | <p>Students have opportunities to participate in a range of discussions throughout the program. Every selection includes teacher prompts to engage students in all aspects of the language arts program.</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 Collaborate and Discuss, T478–T479, T484–T485</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 Collaborate and Discuss, T460–T461, T466–T467</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 Collaborate and Discuss, T366–T463, T468–T469</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 Collaborate and Discuss, T468–T469, T474–T475</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 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>3SL1a Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> | <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Plan Your How-to Article, T348 Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 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> |
| <p>3SL1b Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p> | <p>Unit 1: My Turn, T390 Unit 3: Listening Comprehension, T150 Unit 4: Listening Comprehension, T144, T274 Unit 5: Listening Comprehension, T272</p> <p>Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p> |
| <p>3SL1c Ask questions to check understanding of information presented and link 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 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273 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) 3SL1c Ask questions to check understanding of information presented and link comments to the remarks of others.</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> |
| <p>3SL1d Explain their own ideas and understanding of the discussion.</p> | <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Collaborate and Discuss, T478–T479, T484–T485 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Collaborate and Discuss, T460–T461, T466–T467 Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Collaborate and Discuss, T366–T463, T468–T469 Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Collaborate and Discuss, T468–T469, T474–T475 Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Collaborate and Discuss, T466–T467, T472–T473 Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p> |
| <p>3SL1e Consider individual differences when communicating with others.</p> | <p>Unit 1: Collaborate and Discuss, T478–T479, T484–T485 Unit 2: Collaborate and Discuss, T460–T461, T466–T467 Unit 3: Collaborate and Discuss, T366–T463, T468–T469 Unit 4: Collaborate and Discuss, T468–T469, T474–T475 Unit 5: Collaborate and Discuss, T466–T467, T472–T473 Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p> |

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| <p>3SL2 Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</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>3SL3 Ask and answer questions in order to evaluate a speaker’s point of view, 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) 3SL3 Ask and answer questions in order to evaluate a speaker’s point of view, 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> |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>3SL4 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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| 3SL5 Include digital media and/or visual displays in presentations to emphasize certain facts or details. | 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 |
| 3SL6 Identify contexts that call for academic English or informal discourse. | Unit 1: Develop Dialogue, T406 Communicate in Social Contexts, T483 Unit 3: Informal English, T105 Compose Dialogue, T394 Unit 5: Background Knowledge, T223 |
| 3L Language | |
| Conventions of Academic English/Language for Learning | |
| 3L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | |
| While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. | |
| 3L1a Produce simple, compound, and complex sentences. | Unit 1: Simple Sentences, T356, T361, T365, T369, T377 Compound Sentences, T429, T433, T437, T441, T449 Unit 2: Compound Sentences, T420 Unit 4: Compound Sentences, T291 Unit 5: Complex Sentences, T393, T397, T401, T405, T413 Digital Resources: <i>Language Awareness Handbook</i> |

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| <p>3L1b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p> | <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> |
| <p>3L1c Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> | <p>For supporting content please see:</p> <p>Unit 1: Pronouns, T430–T431 Adverbs, T434–T435</p> <p>Unit 2: Adverbs, T416–T417</p> <p>Unit 3: Pronouns, T437, T441, T445, T449</p> <p>Unit 4: Adverbs, T443, T447, T451, T455</p> <p>Unit 5: Adverbs, T341, T369, T373, T377, T389, T438–T439</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |

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| 3L1d Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. | <p>Unit 1: Coordinating Conjunctions, T422–T423 Compound Subjects and Predicates, T429, T433</p> <p>Unit 2: Parts of Speech, T270–T271 Edit for Prepositions and Prepositional Phrases, T404–T405 Edit for Coordinating Conjunctions, T420</p> <p>Unit 3: Edit for Prepositions and Prepositional Phrases, T428, T434–T435</p> <p>Unit 4: Prepositions and Prepositional Phrases, T395, T399, T403, T407</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L1e 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> |
| 3L1f Use abstract nouns. | <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</i> <i>Resource Download Center</i>>Language and Conventions</p> |

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| 3L1g 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</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L1h Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). | <p>Unit 3: Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L1i Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). | <p>For supporting content please see:</p> <p>Unit 3: Verb Tenses, T389, T393, T397, T401, T409</p> |
| 3L1j Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). | <p>For supporting content please see:</p> <p>Unit 3: Verb Tenses, T389, T393, T397, T401, T409</p> |
| 3L1k Use verb tense to convey various times, sequences, states, and conditions. | <p>Unit 3: Verb Tenses, T389, T393, T397, T401, T409</p> <p>Unit 5: Precise Verbs, T288, T289, T296, T316–T317</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L1l Recognize and correct inappropriate shifts in verb tense. | <p>For supporting content please see:</p> <p>Unit 3: Verb Tenses, T389, T393, T397, T401, T409 Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384</p> |

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| 3L1m 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</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L1n 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> |
| 3L1o Use and identify prepositional phrases. | <p>Unit 2: Edit for Prepositions and Prepositional Phrases, T404–T405</p> <p>Unit 3: Edit for Prepositions and Prepositional Phrases, T428, T434–T435</p> <p>Unit 4: Prepositions and Prepositional Phrases, T395, T399, T403, T407</p> <p>Digital Resources: <i>Language Awareness Handbook</i></p> |
| 3L1p Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | <p>Unit 1: Simple Sentences, T358</p> <p>Unit 2: Edit for Complete Sentences, T432</p> |
| 3L1q Correctly use frequently confused words (e.g., to, too, two; there, their). | <p>For supporting content please see:</p> <p>Unit 4: Homophones, T280–T281, T299, T304–T305, T312–T313, T326–T327, T438, T442, T446, T454</p> <p>Unit 5: Homophones, T70–T71, T352</p> |

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| 3L2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | |
| While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. | |
| 3L2a Capitalize appropriate words in titles. | <p>Unit 2: Citing Sources, T462–T463</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L2b Use correct capitalization. | <p>Unit 1: Simple Sentences, T365, T377 Common and Proper Nouns, T450, T453, T457, T461, T465</p> <p>Unit 2: Citing Sources, T462–T463 Proper Nouns, T467</p> <p>Unit 3: Spell Abbreviations, T364, T368 Edit for Capitalization, T406–T407</p> <p>Unit 4: Edit for Capitalization, T420–T421</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p> |
| 3L2c Use commas in addresses. | <p>Unit 5: Edit for Punctuation Marks, T426–T427, T441, T445</p> |
| 3L2d Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. | <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</i> <i>Resource Download Center</i>>Language and Conventions</p> |

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| 3L2e Use a comma before a coordinating conjunction in a compound sentence. | Unit 1: Compound Sentences, T413 Coordinating Conjunctions, T422–T423 Unit 2: Edit for Coordinating Conjunctions, T420 Unit 5: Edit for Commas, T449 |
| 3L2f Use a comma to separate an introductory element from the rest of the sentence. | For examples see: Unit 5: Edit for Punctuation Marks, T426–T427, T441, T445, T449, T453 Digital Resources: <i>Resource Download Center</i> >Language and Conventions |
| 3L2g Use punctuation to separate items in a series. | Unit 5: Edit for Punctuation Marks, T426–T427, T441, T445, T449, T453 Digital Resources: <i>Resource Download Center</i> >Language and Conventions |
| 3L2h Form and use possessives. | Unit 2: Possessive Nouns, T387, T391, T395, T411, T415, T419 Unit 3: Edit for Punctuation Marks, T430–T431 Unit 4: Possessive Pronouns, T347, T351, T355 Digital Resources: <i>Language Awareness Handbook</i> |

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| <p>3L2i Use conventional spelling for high-frequency and other studied words, and to add 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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| (Continued) 3L2i Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). | (Continued) Digital Resources: <i>Resource Download Center</i> >Spelling |
| 3L2j Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. | <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> |

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| (Continued) 3L2j Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. | (Continued) 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 Digital Resources: <i>Resource Download Center</i> >Spelling >Language and Conventions |
| 3L2k Use quotation marks or italics to indicate titles of works. | Unit 2: Citing Sources, T462–T463 Digital Resources: <i>Resource Download Center</i> >Language and Conventions |
| Knowledge of Language | |
| 3L3 Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. | |
| 3L3a Choose words and phrases for effect. | Unit 1: Describe Actions, Thoughts and Feelings, T410 Unit 4: Choose Words and Phrases for Effect, T86 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 |
| 3L3b Recognize and observe differences between the conventions of spoken and written standard English. | Unit 1: Celebrate and Reflect, T486–T487 Unit 3: Explore and Plan, T458–T459 Celebrate and Reflect, T470–T471 |

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| Vocabulary Acquisition and Use | |
| 3L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: | |
| 3L4a 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>Professional Development Center</i>>Vocabulary</p> |
| 3L4b 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 2: Related Words, T24–T25</p> <p>Unit 3: Related Words, T24–T25</p> <p>Unit 4: Related Words, T24–T25</p> <p>Unit 5: Related Words, T24–T25</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| 3L4c 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: Related Words, T24–T25</p> <p>Unit 2: Related Words, T24–T25</p> <p>Unit 3: Related Words, T24–T25</p> <p>Unit 4: Related Words, T24–T25</p> <p>Unit 5: Related Words, T24–T25</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary <i>Language Awareness Handbook</i></p> |
| 3L4d Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. | <p>Unit 1: Using Print or Digital Sources, T94–T95 Preview Vocabulary, T226–T227 Glossary, T502</p> <p>Unit 2: Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149</p> <p>Unit 3: Glossary, T486</p> |
| 3L5 Demonstrate understanding of word relationships and nuances in word meanings. | |
| 3L5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | <p>Unit 1: Figurative Language, T218–T219 Analyze Descriptive Language, T318–T319</p> <p>Unit 2: Figurative Language, T208–T209</p> <p>Unit 3: Figurative Language, T216–T217 Context Clues, T154–T155</p> <p>Unit 4: Context Clues, T148–T149</p> |
| 3L5b Use words for identification and description, making 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> |

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| <p>3L5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> | <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> |
| <p>3L6 Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).</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> |

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