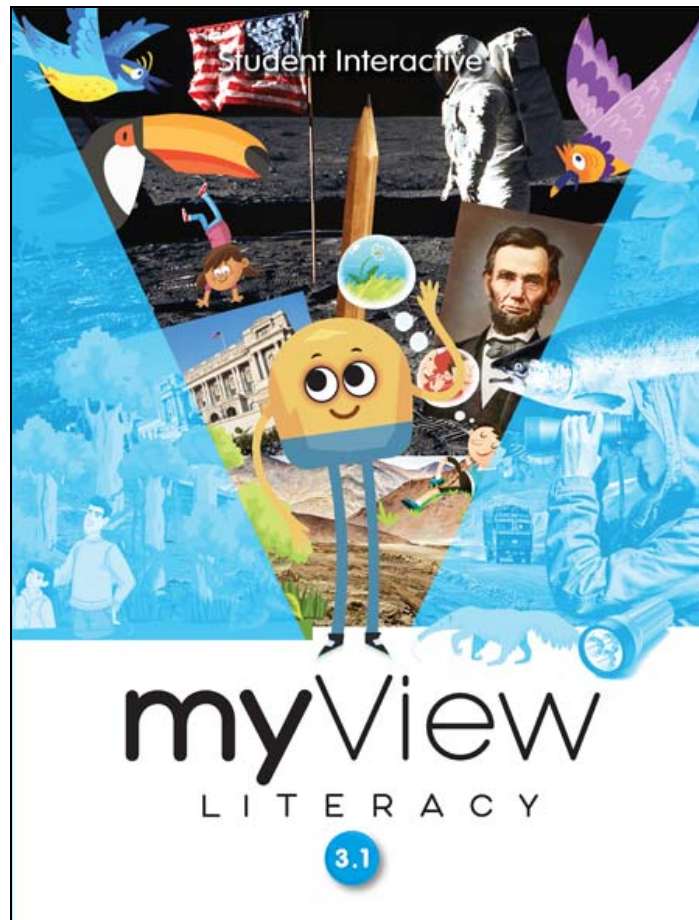


## A Correlation of



**Grade 3, ©2020**

To the  
**New York State**  
**Next Generation English Language Arts**  
**Learning Standards**  
**Grade 3**

**SAVVAS**

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

**Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **New York State Next Generation English Language Arts Learning Standards**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

**Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

**Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

**Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>3rd Grade English Language Arts Learning Standards</b>	
<b>3rd Grade Reading Standards (Literary and Informational Text)</b>	
<b>Key Ideas and Details</b>	
<p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&amp;RL)</p>	<p><b>Unit 1:</b>            Close Read: Ask and Answer Questions, T110, T113, T117, T120            First Read: Generate Questions, T110, T114, T115, T118, T120, T177, T185, T245, T249, T253, T257, T261, T265            Ask and Answer Questions, T130-T131            Teacher-Led Options, Strategy Group: Ask and Answer Questions, T132            Teacher-Led Options, Conferring: Ask and Answer Questions, T133            Teacher-Led Options, Leveled Readers: Ask and Answer Questions, T133            Teacher-Led Options, Whole Group, T133            Reflect and Share: Write to Sources Minilesson, T134            Read, T242</p> <p><b>Unit 2:</b>            First Read: Generate Questions, T35, T37, T106, T235, T303, T312, T314            First Read: Respond, T40, T310            Respond and Analyze: My View, T248            First Read: Notice, T311</p> <p><b>Unit 3:</b>            First Read: Generate Questions, T33, T48, T53, T109, T118, T172, T175, T242, T246, T248, T251, T310            First Read: Respond, T52</p> <p><b>Unit 4:</b>            First Read: Generate Questions, T30, T33, T37, T44, T103, T108, T166, T169, T240, T244            First Read: Notice, T102            First Read: Respond, T105, T113            Guided Reading Instruction Prompts: Ask and Answer Questions, T163            Close Read: Ask and Answer Questions, T168, T173, T178, T182            Ask and Answer Questions, T192-T193            Introduce the Text: Read, T308</p>
(Continued)	(Continued)

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	<p><b>Unit 5:</b>            First Read: Generate Questions, T43, T107, T109, T11, T1693, T175, T177, T235, T237, T244            Close Read: Monitor Comprehension, T169            Close Read: Analyze Point of View, T239            Close Read: Make Connections, T241</p>
<p>3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&amp;RL)</p> <p>(Continued)</p>	<p><b>Unit 2:</b>            Spotlight on Genre: Informational Text, T24-T25            Close Read: Identify Main Idea and Details, T32, T34, T45  <b>Unit 2 Continued:</b>            Possible Teaching Point: Read Like a Writer/ Author's Craft, T45            Respond and Analyze: Develop Vocabulary, T47-T48            Identify Main Idea and Key Details, T50-T51            Teacher-Led Options, Strategy Group: Identify Main Idea and Details, T52            Teacher-Led Options, Intervention Activity: Identify Main Idea and Details, T52            Teacher-Led Options, Conferring: Identify Main Idea and Details, T53            Teacher-Led Options, Leveled Readers: Identify Main Idea and Details, T53            Close Read: Evaluate Details, T110, T112  <b>Unit 3:</b>            Close Read: Summarize Informational Text, T252            Summarize Informational Text, T262-T263            Teacher-Led Options, Strategy Group: Summarize Informational Text, T264            Teacher-Led Options, Intervention Activity: Summarize Informational Text, T264            Teacher-Led Options, Conferring: Summarize Informational Text, T265            Teacher-Led Options, Leveled Readers: Summarize Informational Text, T265</p> <p>(Continued)</p> <p><b>Unit 4:</b>            First Read: Connect, T34</p>

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	<p>First Read: Respond, T46 Biography, T94 Spotlight on Genre: Biography, T94-T95 Close Read: Identify Main Idea and Key Details, T106, T108, T112 Identify Main Idea and Key Details, T118-T119 Teacher-Led Options, Strategy Group: Identify Main Idea and Key Details, T120 Teacher-Led Options, Intervention Activity: Identify Main Idea and Key Details, T120 Teacher-Led Options, Conferring: Identify Main Idea and Key Details, T121 Teacher-Led Options, Leveled Readers: Identify Main Idea and Key Details, T121</p> <p><b>Unit 5:</b> First Read: Notice, T46 Guided Reading Instruction Prompts: Evaluate Details, T303 Close Read, Evaluate Details, T308, T310 T312, T319 Evaluate Details, T330-T331</p>
<p>3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) 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. (RI)</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Setting and Sequence of Events, T88 Close Read: Analyze Characters, T181, T184 Analyze Characters, T194-T195 Teacher-Led Options, Strategy Group: Analyze Characters, T196 Teacher-Led Options, Intervention Activity: Analyze Characters, T196 Teacher-Led Options, Conferring: Analyze Characters, T197 Teacher-Led Options, Leveled Readers: Analyze Characters, T197 Make Inferences, T198-T199</p> <p><b>Unit 2:</b> Read Like a Writer: Analyze Text Structure, T336-T337 Write for a Reader: Use Cause-and-Effect Text Structure, T338-T339</p> <p>(Continued)</p> <p><b>Unit 3:</b> Historical Fiction, T24-T25 Spotlight on Historical Fiction, T100-T101</p>

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	<p>Close Read: Analyze Characters, T113, T114, T116, T119            Analyze Characters, T124-T125            Plot: Establish a Problem, T154            Plot: Plan a Resolution, T155            Close Read: Summarize Informational Text, T246, T251            Analyze Text Structure, T258-T259  <b>Unit 4:</b>            Analyze Text Structure, T52-T53            ELL Targeted Support: Summarize, T176            Read Like a Writer: Analyze Text Structure, T276-T277            Write for a Reader: Use Text Structure, T278-T279            Guided Reading Instruction Prompts: Analyze Characters, T304  <b>Unit 5:</b>            Analyze Text Structure, T118-T119            Close Read: Analyze Text Structure, T168            Analyze Text Structure, T184-T185            Read Like a Writer: Explain Use of Text Structure, T200-T201            Write for a Reader: Use Text Structure, T202-T203</p>
<p><b>Craft and Structure</b>            3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&amp;RL)</p>	<p><b>Unit 1:</b>            Introduce the Text: Preview Vocabulary, T242-T243            ELL Targeted Support: Use Visual and Context Clues, T247            Close Read: Analyze Text Features, T262            Respond and Analyze: Develop Vocabulary, T266-</p>

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	<p>T267</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer/Author's Craft, T101 Close Read: Vocabulary in Context, T102, T244 Possible Teaching Point: Academic Vocabulary/Synonyms and Antonyms, T103 Possible Teaching Point: Academic Vocabulary/Figurative Language, T243, T246 Respond and Analyze: Develop Vocabulary, T248-T249</p> <p><b>Unit 3:</b> Biography: Language of the Genre, T234 Respond and Analyze: Develop Vocabulary, T254-T255 Interact with Sources: Academic Vocabulary, T296 Inquire: Use Academic Words, T361</p> <p><b>Unit 4:</b> Respond and Analyze: Develop Vocabulary, T48-T49, T114-T115 Close Read: Vocabulary in Context, T110</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary/Related Words, T35 Respond and Analyze: Develop Vocabulary, T50-T51, T114-T115 Inquire: Use Academic Words, T365</p>
<p>3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI)</p>	<p><b>Unit 1:</b> Informational Texts, T236-T237 Guided Reading Instruction Prompts: Analyze Text Features, T238 Close Read, Analyze Text Features: T244, T247, T249, T255, T257, T259, T262, T264, T265 Teacher-Led Options, Strategy Group: Analyze Text Features, T272 Teacher-Led Options, Intervention Activity: Analyze Text Features, T272</p>



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(Continued)	<p>Teacher-Led Options, Conferring: Analyze Text Features, T273</p> <p>Teacher-Led Options, Leveled Readers: Analyze Text Features, T273</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer/Author's Craft/Text Features, T105 Spotlight on Genre: Informational Text, T294-T295</p> <p><b>Unit 3:</b> Conduct Research: Search Engines, T364</p> <p><b>Unit 4:</b> Read Like a Writer: Analyze Graphic Features, T 134-T135 First Read: Notice, T170, T176 Drama, T302-T303 Close Read: Identify Play Elements, T310, T312, T316</p> <p><b>Unit 4 Continued:</b> Identify Play Elements, T328-T329</p> <p>(Continued)</p> <p><b>Unit 5:</b> Spotlight on Genre: Informational Text, T24-T25, Guided Reading Instruction Prompts: Identify Informational Text, T26 Analyze Text Features, T55-T56 Teacher-Led Options, Strategy Group: Analyze Text Features, T56 Teacher-Led Options, Intervention Activity: Analyze Text Features, T56 Teacher-Led Options, Conferring: Analyze Text Features, T57</p>

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	<p>Teacher-Led Options, Leveled Readers: Analyze Text Features, T57            Correct or Confirm Predictions: ELL Targeted Support/Types of Text Features, T58            Read Like a Writer: Explain the Use of Text Features, T70-T71            Write for a Reader: Use Text Features, T72-T73            First Read: Notice, T104, T108, T112            First Read: Respond, T110            Close Read: Analyze Text Structure, T173            Possible Teaching Point: Read Like a Writer/Author’s Craft/Text Structure, T178            Read Like a Writer: Explain the Use of Text Features, T200-T201            Write for a Reader: Use Text Features, T202-T203</p>
<p>3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&amp;RL)</p>	<p><b>Unit 4:</b>            Guided Read Instruction Prompts: Distinguishing Viewpoint, T232            Close Read: Distinguishing Viewpoint, T238, T241, T243, T245, T247, T251, T255            Distinguishing Viewpoint, T260-T261            Teacher-Led Options, Strategy Group: Distinguishing Viewpoint, T262            Teacher-Led Options, Intervention Activity: Distinguishing Viewpoint, T262            Teacher-Led Options, Conferring: Distinguishing Viewpoint, T263            Teacher-Led Options, Leveled Readers: Distinguishing Viewpoint, T263</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>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). (RI&amp;RL)</p>	<p><b>Unit 1:</b>            Read Like a Writer: Analyze Graphic Features, T142-T143            Write for a Reader: Use Graphic Features, T144-T145  <b>Unit 2:</b>            Read Like a Writer: Explain the Use of Graphic Features, T66-T67            Write for a Reader: Use Graphic Features, T68-T69            Analyze Illustrations, T184-T185  <b>Unit 2 Continued:</b>            Teacher-Led Options, Strategy Group: Analyze Illustrations, T186</p>

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(Continued)	<p>Teacher-Led Options, Intervention Activity: Analyze Illustrations, T186</p> <p>Teacher-Led Options, Conferring: Analyze Illustrations, T187</p> <p>Teacher-Led Options, Leveled Readers: Analyze Illustrations, T187</p> <p>Synthesize Information, T188-T189</p> <p>Teacher-Led Options, Strategy Group: Synthesize Information, T190</p> <p>Teacher-Led Options, Intervention Activity: Synthesize Information, T190</p> <p>Teacher-Led Options, Conferring: Synthesize Information, T191</p> <p>Teacher-Led Options, Leveled Readers: Synthesize Information, T191</p> <p>Interact with Sources: Explore the Diagram, T290</p> <p><b>Unit 3:</b></p> <p>Possible Teaching Point: Read Like a Writer/Author's Craft/Graphic Features, T32</p> <p>Possible Teaching Point: Read Like a Writer/Author's Craft/Illustrations, T38, T50</p> <p><b>Unit 4:</b></p> <p>Possible Teaching Point: Read Like a Writer/Author's Craft/Text Features, T108</p> <p>Possible Teaching Point: Read Like a Writer/Author's Craft/Graphic Features, T242</p> <p>(Continued)</p> <p><b>Unit 5:</b></p> <p>Guided Reading Instruction Prompts: Analyze Text Features, T26</p> <p>Close Read: Analyze Text Features, T33, T34</p> <p>Analyze Text Features, T54-T55</p> <p>Teacher-Led Options, Strategy Group: Analyze Text Features, T56</p> <p>Teacher-Led Options, Intervention Activity: Analyze Text Features, T56</p> <p>Teacher-Led Options, Conferring: Analyze Text Features, T57</p> <p>Teacher-Led Options, Leveled Readers: Analyze Text Features, T57</p> <p>Read Like a Writer: Explain the Use of Text Features, T70-T71</p> <p>Write for a Reader: Use Text Features, T72-T73</p>

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<p style="text-align: center;"><b>New York State Next Generation English Language Arts Learning Standards</b></p>	<p style="text-align: center;"><b>myView Literacy Grade 3 ©2020</b></p>
	<p>Possible Teaching Point: Read Like a Writer/Author's Craft/Text Features, T173, T177            Read Like a Writer: Explain Use of Text Structure, T200-T201            Write for a Reader: Use Text Structure, T202-T203</p>
<p>3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&amp;RL)</p>	<p><b>Unit 2:</b>            Teacher-Led Options, Strategy Group: Identify Persuasive Text, T230            Teacher-Led Options, Intervention Activity: Identify Persuasive Text, T230            Teacher-Led Options, Confering: Identify Persuasive Text, T231            Teacher-Led Options, Leveled Readers: Identify Persuasive Text, T231            Close Read: Analyze Text Structure, T237, T242, T245, T246            Analyze Text Structure, T252-T253            Teacher-Led Options, Strategy Group: Analyze Text Structure, T254            Teacher-Led Options, Intervention Activity: Analyze Text Structure, T254            Teacher-Led Options, Confering: Analyze Text Structure, T255            Teacher-Led Options, Leveled Readers: Analyze</p>

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	<p>Text Structure, T255            Teacher-Led Options, Strategy Group: Compare and Contrast Texts, T258            Teacher-Led Options, Intervention Activity: Compare and Contrast Texts, T258            Teacher-Led Options, Confering: Compare and Contrast Texts, T259            Teacher-Led Options, Leveled Readers: Compare and Contrast Texts, T259            Reflect and Share: Write to Sources, T260-T261            Reflect and Share: ELL Targeted Support/Add Details, T260  <b>Unit 3:</b>            Explore and Plan: Argumentative Writing, T362            Conduct Research: Next Steps, T365</p>
<p>3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&amp;RL)</p>	<p><b>Unit 1:</b>            Spotlight on Genre: Traditional Tales, T24-T25            Spotlight on Genre: Folktale, T100-T101            Spotlight on Genre: Realistic Fiction, T168-T169            Informational Text, T236-T237            Spotlight on Genre: Myth, T310-T311  <b>Unit 2:</b>            Spotlight on Genre: Informational Text, T24-T25, T92-T93, T294-T295            Realistic Fiction, T160-T161            Persuasive Text, T226-T227  <b>Unit 3:</b>            Spotlight on Genre: Historical Fiction, T24-T25, T100-T101 T166-T167            Biography, T234-T235            Poetry, T300-T301  <b>Unit 4:</b>            Spotlight on Genre: Biography, T24-T25, T94-T95, T160-T161            Narrative Nonfiction, T230-T231</p>

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	Drama, T302-T303 <b>Unit 5:</b> Spotlight on Genre: Informational Text, T24-T25, T96-T97 Spotlight on Genre: Procedural Text, T160-T161 Historical Fiction, T227-T228 Traditional Tales, T300-T301
<b>3rd Grade Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
RF1: There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
<b>Phonological Awareness</b>	
RF2: There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
<b>Phonics and Word Recognition</b>	
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.	<b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T42, T45 Academic Vocabulary: Related Words, T70-T71 <b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T35 Academic Vocabulary: Related Words, T62-T63 <b>Unit 3:</b> Academic Vocabulary: Related Words, T70-T71 Word Study: Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i> , Lesson 1-3, 5, T72-T73

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(Continued)	<p>Spelling: Spell Prefixes <i>pre-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, <i>non-</i>, Lessons 1-3, 5, T78-T79</p> <p>Spelling: Lesson 4 Spiral Review/ Prefixes <i>pre-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, <i>non</i> T145</p> <p>Possible Teaching Point: Word Study/Suffixes <i>-ful</i>, <i>-y</i>, <i>-ness</i>, T182, T184</p> <p>Word Study: Suffixes <i>-ful</i>, <i>-y</i>, <i>-ness</i>, Lessons 1-5, T206-T207</p> <p>Spelling: Spell Words with Suffixes, <i>-ful</i>, <i>-y</i>, <i>-ness</i>, Lessons 1-3, 5, T212-T213</p> <p>Spelling: Lesson 4 Spiral Review/ Suffixes, <i>-ful</i>, <i>-y</i>, <i>-ness</i>, T279</p> <p><b>Unit 4:</b></p> <p>Possible Teaching Point: Academic Vocabulary/ Related Words, T36, T46</p> <p>Academic Vocabulary: Related Words, T64-T65</p> <p>Word Study: Latin Suffixes, Lessons 1-5, T202-T203</p> <p>Spelling: Spell Words with <i>-able</i>, <i>-ible</i>, <i>-ation</i>, Lessons 1-3, 5, T208-T209</p> <p>Spelling: Lesson 4 Spiral Review/Words with <i>-able</i>, <i>-ible</i>, <i>-ation</i>, T281</p> <p>(Continued)</p> <p><b>Unit 5:</b></p> <p>Academic Vocabulary: Related Words, T66-T67</p> <p>Possible Teaching Point: Word Study: Words with Suffix <i>-en</i>, T174, T175</p> <p>Word Study: Words with Suffix <i>-en</i>, Lessons 1-5, T198-T199</p> <p>Spelling: Spell Words with Suffix <i>-en</i>, Lessons 1-3, 5, T204-T205</p>
3RF3b: There is not a grade 3 standard for this concept.	
3RF3c: Decode multi-syllabic words.	<p><b>Unit 1:</b></p> <p>Possible Teaching Point: Word Study/Syllable Pattern VC/CV, T34, T52</p> <p>Inquire: ELL Language Transfer/Multisyllabic Words, T376</p> <p><b>Unit 4:</b></p> <p>Word Study: <i>r</i>-Controlled Vowels <i>ir</i>, <i>er</i>, <i>ur</i>, <i>ear</i>, Lessons 1-5 T66-T67</p> <p><b>Unit 5:</b></p> <p>Word Study: Vowel Patterns <i>au</i>, <i>aw</i>, <i>al</i>, <i>augh</i>, <i>ough</i>, Lessons 1-5, T68-T69</p>

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	<p>Word Study: Vowel Patterns <i>ei, eigh</i>, Lessons 1-5, T132-T133</p> <p>Word Study: Schwa, Lessons 1-5, T272-T273</p> <p>Word Study: Final Stable Syllables <i>-le, -ture, -ive, -ize</i>, Lessons 1-5, T340-T341</p>
<p>3RF3d: Identify, know the meanings of, and decode words with suffixes.</p>	<p><b>Unit 3:</b> Possible Teaching Point: Word Study/Suffixes <i>-ful, -y, -ness</i>, T182, T184 Word Study: Suffixes <i>-ful, -y, -ness</i>, Lessons 1-5, T206-T207 Spelling: Spell Words with Suffixes, <i>-ful, -y, -ness</i>, Lessons 1-3, 5, T212-T213 Spelling: Lesson 4 Spiral Review/ Suffixes, <i>-ful, -y, -ness</i>, T279</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T36, T46 Academic Vocabulary: Related Words, T64-T65 Word Study: Latin Suffixes, Lessons 1-5, T202-T203</p> <p><b>Unit 4</b> Spelling: Spell Words with <i>-able, -ible, -ation</i>, Lessons 1-3, 5, T208-T209 Spelling: Lesson 4 Spiral Review/Words with <i>-able, -ible, -ation</i>, T281</p> <p><b>Unit 5:</b> Academic Vocabulary: Related Words, T66-T67 Possible Teaching Point: Word Study: Words with</p>



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	Suffix <i>-en</i> , T174, T175 Word Study: Words with Suffix <i>-en</i> , Lessons 1-5, T198-T199 Spelling: Spell Words with Suffix <i>-en</i> , Lessons 1-3, 5, T204-T205
3RF3e: Recognize and read grade-appropriate irregularly spelled words.	<b>Unit 2:</b> Academic Vocabulary: Related Words, T62-T63 Language & Conventions: Irregular Plural Nouns, Lessons 2-5, T140-T141 <b>Unit 3:</b> Language & Conventions: Irregular Verbs, Lessons 2-5, T280-T281 Word Study: Irregular Plural Nouns, Lessons 1-3, 5, T336-T337 Spelling: Irregular Plural Nouns, Lessons 1-3, 5, T342-T343 <b>Unit 4:</b> Word Study: <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i> , Lessons 1-5, T66-T67
<b>Fluency</b>	
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.	<b>Unit 1:</b> Fluency: Prosody, T56 Fluency: Prosody/Oral Reading Rate and Accuracy, T6, T1284, T276 <b>Unit 2:</b> Listening Comprehension: Fluency, T22 Fluency: Prosody/Oral Reading Rate and Accuracy, T52, T116, T258 Realistic Fiction: Be a Fluent Reader: T161 Close Read: Fluency, T179 <b>Unit 3:</b> Fluency: Expression/Oral Reading Rate and Accuracy, T56, T130, T190, T256, T320 <b>Unit 4:</b> Fluency: Prosody/Oral Reading Rate and Accuracy, T58, T194, T326 Listening Comprehension: Fluency, T92 Spotlight on Genre: Biography/Be a Fluent Reader, T161 <b>Unit 5:</b> Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T116, T120, T324

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<p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Close Read: Vocabulary in Context, T109, T327 Possible Teaching Point: Academic Vocabulary/ Context Clues, T179, T186 Academic Vocabulary, Context Clues Academic Vocabulary: Context Clues, T206-T207</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T169, T175 Academic Vocabulary: Context Clues, T196-T197</p> <p><b>Unit 3:</b> Close Read: Vocabulary in Context, T34 Possible Teaching Point: Academic Vocabulary/ Context Clues, T177 Academic Vocabulary: Context Clues, T204-T205</p> <p>(Continued)</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T175, T177, T178 Academic Vocabulary: Context Clues, T200-T201</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T168, T171 Academic Vocabulary: Context Clues, T196-T197</p>
<b>3rd Grade Writing Standards</b>	
<b>Text Types and Purposes</b>	
3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.	
<p>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</p> <p>3W1b: Use precise language and content-specific vocabulary.</p>	<p><b>Unit 2:</b> Reflect and Share: Write to Sources, T260-T261</p> <p><b>Unit 3:</b> Collaborate and Discuss: Analyze Student Model, T366-T367 ELL Targeted Support: Express Opinions, T367</p> <p><b>Unit 4:</b> Point of View and Reasons, T82 Brainstorm Topics and Focus on Opinion, T83 Develop the Topic, T146 Organize Supporting Reasons, T217</p>

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	Organize Supporting Facts, T218 Opinion Essay, T352-T361 Prepare for Assessment, T359 <b>Unit 5:</b> Reflect and Share: Write to Sources, T192-T193 Explore and Plan: Argumentative Writing, T366-T367 Conduct Research: Bookmarking/Next Steps, T369
3W1c: Use linking words and phrases to connect ideas within categories of information.	<b>Unit 3:</b> Collaborate and Discuss: Analyze Student Model, T366-T367 <b>Unit 4:</b> Revise by Adding Linking Words, T288
3W1d: Provide a concluding statement or section.	<b>Unit 3:</b> Reflect and Share: Write to Sources, T200 Collaborate and Discuss: Analyze Student Model, T366-T367 <b>Unit 4:</b> Opinion Essay: ELL Minilesson Support, T215 Compose a Conclusion, T219
3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	
3W2a: Introduce a topic and organize related information together.	<b>Unit 2:</b> Develop an Engaging Main Idea, T146 ELL Minilesson Support, T211 Develop an Introduction, T212
3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.	<b>Unit 2:</b> Compose Facts and Details, T80 Develop Relevant Details, T147 Add Facts and Definitions, T148 Clarify Steps Using Strong Verbs, T150 Add Illustrations, T215 <b>Unit 3:</b> Write for a Reader: Use Illustrations, T76-T77 <b>Unit 4:</b> Write for a Reader: Use Graphic Features, T136-T137 Extend Research: Include Image, T376-T377

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	<p><b>Unit 5:</b> Write for a Reader: Use Graphic Features, T136-T137</p>
<p>3W2c: Use precise language and content-specific vocabulary.</p>	<p><b>Unit 1:</b> Guided Reading Instruction Prompts: Develop Vocabulary, T238 Reflect and Share: Write to Sources, ELL Targeted Support/Use Domain-Specific Words, 278</p> <p><b>Unit 2:</b> Guided Reading Instruction Prompts: Develop Vocabulary, T26 Respond and Analyze: Develop Vocabulary, T114 Respond and Analyze: ELL Targeted Support/Vocabulary, T114 Guided Reading Instruction Prompts: Develop Vocabulary, T296</p> <p><b>Unit 4:</b> ELL Minilesson Support, T215 Reflect and Share: Talk About It, T336</p>
<p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p>	<p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer/Author's Craft, T177 Revising for Coherence and Clarity, T281 Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences, T284</p> <p><b>Unit 3:</b> Close Read: Analyze Text Structure, T247</p>
<p>3W2e: Provide a concluding statement or section.</p>	<p><b>Unit 1:</b></p>

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	Assessment, T370 <b>Unit 2:</b> Steps to Writing Independently, T209 Develop and Compose a Conclusion, T216 Assessment, T352-T353 <b>Unit 4:</b> ELL Targeted Support: Compose a Conclusion, T215 Compose a Conclusion, T219 Prepare for Assessment, T359 Assessment: Writing Assignment, T361
3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	
3W3a: Establish a situation and introduce a narrator and/or characters.	<b>Unit 1:</b> Personal Narrative: Genre Immersion Lesson, T86 Narrator: Genre Immersion Lesson, T87 Narrator, T155 Compose an Introduction, T222 <b>Unit 3:</b> Develop Plot, T88 Compose Characters, T152
3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>Unit 1:</b> Narrator, T155 Develop Dialogue, T224 Describe Actions, Thoughts, and Feelings, T225 Share Back, T225 <b>3:</b> Compose Characters, T152 Compose Dialogue, T223 <b>Unit 4:</b> Teacher-Led Options, Strategy Group: Identify Drama, T306 Teacher-Led Options, Intervention Activity: Identify Drama, T306 Teacher-Led Options, Conferring: Identify Drama, T307 Teacher-Led Options, Leveled Readers: Identify Drama, T307
3W3c: Use temporal words and phrases to signal event order.	<b>Unit 1:</b> Compose a Setting, T156 Steps to Writing Independently, T219

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	ELL Minilesson Support: T221 Develop an Event Sequence, T223 <b>Unit 3:</b> Draft an Event Sequence, T221 <b>Unit 4:</b> ELL Targeted Support: Describe, T24 Write for a Reader: Use Text Structure, T278-T279 <b>Unit 5:</b> Write for a Reader: Use Text Structure, T202
3W3d: Provide a conclusion.	<b>Unit 1:</b> Resolution, T158 Compose a Conclusion, T226 Assessment, T370 <b>Unit 3:</b> Plot: Plan a Resolution, T155 Draft an Event Sequence, T221
3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).	<b>Unit 1:</b> Reflect and Share: Talk About It, T66-67, T346-T347 Reflect and Share: Write to Sources, T134-T135, T202-T203, T278-T279 <b>Unit 2:</b> Reflect and Share: Talk About It, T58-T59, T328-T329 Reflect and Share: Write to Sources, T126-T127, T192-T193, T260-T261 <b>Unit 3:</b> Reflect and Share: Talk About It, T66-T67, T330-T331 Reflect and Share: Write to Sources, T132-T133, T200-T201, T266-T267 <b>Unit4:</b> Reflect and Share: Talk About It, T60-T61, T336-T337 Reflect and Share: Write to Sources, T126-T127, T196-T197, T268-T269 <b>Unit 5:</b> Reflect and Share: Talk About It, T62-T63, T334-T335 Reflect and Share: Write to Sources, T126-T127, T192-T193, T266-T267

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<p>W5: Begins in grade 4. Begins in grade 4.</p>	
<b>Research to Build and Present Knowledge</b>	
<p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p><b>Unit 1:</b> Inquire: Introduce the Project, T376-T377 Conduct Research: Field Research, T380-T381</p> <p><b>Unit 2:</b> Inquire: Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p><b>Unit 3:</b> Inquire: Introduce the Project, T360-T361 Explore and Plan: Collaborate, T362 Conduct Research: Search Engines, T364-T365</p> <p><b>Unit 4:</b> Inquire: Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371</p> <p><b>Unit 5:</b> Inquire: Introduce the Project, T364-T365 Conduct Research: Bookmarking, T368-T369</p>
<p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Unit 1:</b> Teacher-Led Options, Strategy Group: Analyze Plot and Setting, T60 Teacher-Led Options, Intervention Activity: Analyze Plot and Setting, T60 Teacher-Led Options, Conferring: Analyze Plot and Setting, T61 Teacher-Led Options, Leveled Readers: Analyze Plot and Setting, T61 Brainstorm and Set a Purpose, T89 Plan Your Personal Narrative, T90 Conduct Research: Field Research, T380-T381</p> <p><b>Unit 2:</b> Plan Your How-to Article, T82 Conduct Research: Library Databases, T362</p> <p><b>Unit 3:</b> Brainstorm Ideas, T89</p>

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(Continued)	Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: Incorporate Media, T370-T371 <b>Unit 4:</b> Conduct Research: Library of Congress, T370-T371 Refine Research: Identifying Sources, T374-T375 (Continued) <b>Unit 5:</b> Conduct Research: Bookmarking, T368-T369 Differentiated Support: Intervention/Extend, T369
<b>3rd Grade Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
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.	
3LS1a: 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.	<b>Unit 1:</b> Teacher-Led Options, Strategy Group: Compare Texts, T68 Teacher-Led Options, Conferring: Compare Texts, T69 Teacher-Led Options, Leveled Readers: Compare Texts, T69 Respond and Analyze: My View, T12, T2662 Book Club, Week 2, T398-T399 <b>Unit 2:</b> Respond and Analyze: My View, T114, T248 Reflect and Share: Talk About It, T328-T329 Book Club: Week 3, T382-T383 <b>Unit 3:</b> Respond and Analyze: My View, T120, T254 Book Club: Week 3, T384-T385 <b>Unit 4:</b> Respond and Analyze: My View, T256 Collaborate and Discuss, T372-T373 <b>Unit 5:</b> Respond and Analyze: My View, T50, T254 Compare Across Texts, T362-T363 Celebrate and Reflect: Reflect, T378 Book Club, Week 2, T386-T387



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<p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p>	<p><b>Unit 1:</b> Writing Club, T303 Celebrate and Reflect: Celebrate!, T390</p> <p><b>Unit 2:</b> Writing Club, T285 Reflect and Share: Talk About It, T328-T329 Celebrate and Reflect: Celebrate!, T372</p> <p><b>Unit 3:</b> Reflect and Share, Talk About It, T330 Celebrate and Reflect: Celebrate!, T374</p> <p><b>Unit 4:</b> Listening Comprehension: Biography, T158 Writing Club, T293 Listening Comprehension: Drama, T300-T301 Collaborate and Discuss: Peer Review, T378</p> <p><b>Unit 5:</b> Writing Club, T291 Listening Comprehension, T298-T299 Celebrate and Reflect: Celebrate!, T378</p>
<p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T66 Listening Comprehension: Folktale, T98 Reflect and Share, T346</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T58, T328 Celebrate and Reflect: Celebrate!, T372</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T329-T330 Celebrate and Reflect: Reflect, T374</p> <p><b>Unit 4:</b> Listening Comprehension: Biography, T22 Reflect and Share: Talk About It, T60</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T334</p>

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3SL1d: Explains their own ideas and understanding of the discussion.	<p><b>Unit 1:</b> Respond and Analyze: My View, T54, T122, T334 Reflect and Share, T346-T347</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T114, T180, T248</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T120, T254, T318</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T48, T114, T256</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T114, T254, T322</p>
3SL1e: Consider individual differences when communicating with others.	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T66-T67, T346-T347 Writing Club, T303 Celebrate and Reflect: Celebrate!, T 390</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T58-T59, T328-T329 Collaborate and Discuss, T370-T371</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T330-T331 Collaborate and Discuss, T366-T367, T372-T373</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T60-T61 Celebrate and Reflect: Celebrate!, T 380</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T62-T63, T334-T335 Collaborate and Discuss, T376-T377</p>
3SL2: Determine the central ideas and supporting	<b>Unit 1:</b>

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<p style="text-align: center;"><b>New York State Next Generation English Language Arts Learning Standards</b></p>	<p style="text-align: center;"><b>myView Literacy Grade 3 ©2020</b></p>
<p>details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>Listening Comprehension: Traditional Tales, T22-T23 Interact with Sources: Explore the Diagram, T164 ELL Targeted Support: Identify Main Ide and Supporting Details, T165 <b>Unit 2:</b> Interact with Sources: Explore the Infographic, T20 Listening Comprehension: Informational Text, T22-T23, T90-T91 Interact with Sources: Explore the Media, T88 Collaborate and Discuss: Analyze Student Model, T364 <b>Unit 3:</b> Listening Comprehension: Historical Fiction, T22-T23 Interact with Sources: Explore the Infographic, T162 Summarize Informational Text, T262-T263 <b>Unit 4:</b> Listening Comprehension: Biography, T22-T23 Identify Main Idea and Key Details, T118-T119 ELL Targeted Support: Summarize Material, T118 Collaborate and Discuss: Analyze Student Model, T372 <b>Unit 5:</b> Listening Comprehension: Informational Text, T22-T23</p>
<p>3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T66-T67 Listening Comprehension: Folktale, T98-T99 Listening Comprehension: Informational Text, T234-T235</p>

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	<p><b>Unit 2:</b> Reflect and Share: Talk About It, T58-T59 Listening Comprehension: Informational Text, T90-T91</p> <p><b>Unit 2 Continued:</b> Reflect and Share: Talk About It, T328-T329 Celebrate and Reflect: Celebrate!, T372</p> <p><b>Unit 3:</b> Listening Comprehension: Historical Fiction, T98-T99, T164-T164 Reflect and Share: Talk About It, T330</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T60-T61 Ask and Answer Questions, T192-T193 Listening Comprehension: Drama, T300-T301</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T62-T63 Listening Comprehension: Informational Text, T94-T95 Listening Comprehension: Historical Fiction, T224-T225 Reflect and Share: Talk About It, T334</p>
<b>Presentation of Knowledge and Ideas</b>	
<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><b>Unit 1:</b> Publish and Celebrate, T368 Collaborate and Discuss, T388-T389</p> <p><b>Unit 2:</b> Celebrate and Reflect: Celebrate!, T372</p> <p><b>Unit 3:</b> Listening Comprehension: Fluency, T232 Publish and Celebrate, T352 Collaborate and Discuss, T372-T373 Celebrate and Reflect: Celebrate!, T374</p> <p><b>Unit 4:</b> Celebrate and Reflect: Celebrate!, T380</p> <p><b>Unit 5:</b> Celebrate and Reflect: Celebrate!, T378</p>
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p><b>Unit 3:</b> Create an Audio Recordings of a Story, T222 Publish and Celebrate, T352</p> <p><b>Unit 5:</b> Create an Audio Recording, T215 Create a Visual Display, T216</p>

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<p>3SL6: Identify contexts that call for academic English or informal discourse.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Academic Vocabulary: Related Words, T70-T71 ELL Targeted Support: Academic Vocabulary, T70, T138 Academic Vocabulary: Synonyms and Antonyms, T138-T139 Academic Vocabulary: Figurative Language, T282-T283</p> <p><b>Unit 2:</b> Academic Vocabulary: Related Words, T62-T63 Academic Vocabulary: Synonyms and Antonyms, T130-T131</p> <p><b>Unit 2 Continued:</b> ELL Targeted Support: Academic Vocabulary, T130 Academic Vocabulary: Figurative Language, T264-T265</p> <p><b>Unit 3:</b> Academic Vocabulary: Related Words, T70-T71 Academic Vocabulary: Synonyms and Antonyms, T136-T137 ELL Targeted Support: Academic Vocabulary, T136 Academic Vocabulary: Figurative Language, T270-T271</p> <p><b>Unit 4:</b> Academic Vocabulary: Related Words, T64-T65 Academic Vocabulary: Synonyms and Antonyms, T130-T131 ELL Targeted Support: Academic Vocabulary, T130 Academic Vocabulary: Analogies, T272-T273</p> <p>(Continued)</p> <p><b>Unit 5:</b> Academic Vocabulary: Related Words, T66-T67 Academic Vocabulary: Synonyms and Antonyms, T130-T131 ELL Targeted Support: Synonyms and Antonyms T130 Academic Vocabulary: Figurative Language, T270-T271 ELL Targeted Support: Figurative Language, T270</p>

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<b>3rd Grade Language Standards</b>	
<b>Conventions of Academic English/Language for Learning (See Appendix A)</b>	
<b>Knowledge of Language</b>	
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.	<p><b>Unit 1:</b> Respond and Analyze: Develop Vocabulary, T54-T55, T122-T123, T190-T191, T266-T267 Describe Actions, Thoughts, and Feelings, 225 Inquire: Use Academic Words, T377</p> <p><b>Unit 2:</b> Respond and Analyze: Develop Vocabulary, T46-T47, T180-T181, T316-T317 Write for a Reader: Use Tone and Voice , T270-T271 Inquire: Use Academic Words, T359</p> <p><b>Unit 3:</b> Possible Teaching Point: Read Like a Writer/Author's Craft/Mood, T46 Respond and Analyze: Develop Vocabulary, T54-T55, T188-T189, T254-T255 Inquire: Use Academic Words, T361</p> <p><b>Unit 4:</b> Respond and Analyze: Develop Vocabulary, T48-T49, T184-T185, T256-T257 Write for a Reader: Use Tone and Voice, T206-T207 Inquire: Use Academic Words, T367</p>
(Continued)	<p>(Continued)</p> <p><b>Unit 5:</b> 150, 214 Respond and Analyze: Develop Vocabulary, T50-T51, T114-T115 Composing Like a Poet, T146 Compose with Figurative Language, T150 Revise for Word Choice: Verbs, T214 Write for a Reader: Use Voice, T276-T277 Inquire: Use Academic Words, T365</p>
3L3b: Recognize and observe differences between the conventions of spoken and written academic English.	<p><b>Unit 1:</b> Celebrate and Reflect: Celebrate!, T390</p> <p><b>Unit 3:</b> Explore and Plan: Argumentative Writing, T362</p>

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	Celebrate and Reflect: Celebrate!, T374
<b>Vocabulary Acquisition and Use</b>	
3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following.	
<p>3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T179, T181, T186 Academic Vocabulary: Context Clues, T206-T207 Academic Vocabulary: Figurative Language, T282-T283</p> <p><b>Unit 2:</b> Close Read: Vocabulary in Context, T107 Possible Teaching Point: Academic Vocabulary/ Context Clues, T169, T175 Academic Vocabulary: Content Clues, T196-T197, Academic Vocabulary: Figurative Language, T264-T265</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T177, T244, T315 Close Read, Vocabulary in Context, T185 Academic Vocabulary: Context Clues T204-T205</p> <p>(Continued)</p> <p><b>Unit 4:</b> Guided Reading Instruction Prompts: Develop Vocabulary, 96 Academic Vocabulary: Context Clues Possible Teaching Point: Academic Vocabulary/ Context Clues Vocabulary: Context Clues, T177, T178 Academic Vocabulary: Context Clues, T200-T201</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary/ Context Clues, T168, T171 Academic Vocabulary: Context Clues, T196-T197</p>
3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/</i>	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T42, T45, T51</p>

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<p><i>uncomfortable, care/careless, heat/preheat</i>).</p> <p>(Continued)</p>	<p>Academic Vocabulary: Related Words, T70-T71 Academic Vocabulary: Parts of Speech, T350-T351</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T33, T35 Academic Vocabulary: Related Words, T62-T63, Academic Vocabulary: Parts of Speech, T332-T333</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T40, T49 Academic Vocabulary: Related Words, T70-T71 Word Study: Prefixes <i>pre-</i>, <i>dis-</i>, <i>in-</i>, <i>im-</i>, <i>non-</i>, Lessons 1-3, 5, T72-T73</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T36 Academic Vocabulary: Related Words, T64-T65 Word Study: Latin Suffixes Lessons 1-3, 5, T202-T203 Spelling: Spell Words with <i>-able</i>, <i>-ible</i>, <i>-ation</i>, Lessons 1-3, 5, T208-T209</p> <p>(Continued)</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T35 Academic Vocabulary: Related Words, T66-T67 Word Study: Words with Suffix <i>-en</i>; Lessons 1-5, T198-T199 Spelling: Spell Words with Suffix <i>-en</i>, Lessons 1-3, 5, T204-T205</p>
<p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary/ Related Words T42, T45, T51 Academic Vocabulary: Related Words, T70-T71 Academic Vocabulary: Parts of Speech, T350-T351</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary/ Related Words T33, T35 Academic Vocabulary: Related Words, T62-T63,</p>



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	<p>Academic Vocabulary: Parts of Speech, T332-T333</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary/ Related Words T40, T49 Academic Vocabulary: Related Words, T70-T71 Academic Vocabulary: Synonyms and Antonyms, T136-T137</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T36, T40, T46 Academic Vocabulary: Related Words, T64-T65</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary/ Related Words, T35, T39 Academic Vocabulary: Related Words Academic Vocabulary: Related Words, T66-T67</p>
<p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Unit 1:</b> Academic Vocabulary: Synonyms and Antonyms, T138-T139 First Read: Notice, T262 Close Read: Analyze Text Features, T262 Close Read: Use Text Evidence, T263 Glossary: How to Use a Glossary, T406-T407</p> <p><b>Unit 2:</b> Respond and Analyze: Develop Vocabulary, T46 Academic Vocabulary: Related Words, T62-T63 Add Facts and Definitions, T148 Academic Vocabulary: Context Clues, T196- T197 Glossary: How to Use a Glossary, T388</p> <p><b>Unit 3:</b> 136 Academic Vocabulary: Related Words, T70 Collaborate and Discuss: Peer Review/Collaborate, T372 How to Use a Glossary, T390-T391</p> <p><b>Unit 4:</b> Glossary: How to Use a Glossary, T396-T397</p> <p><b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary:</p>

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	<p>Related Words, T45            Academic Vocabulary: Related Words, T66-T67            Respond and Analyze: Develop Vocabulary, T322            Glossary: How to Use a Glossary, T394-T395</p>
<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p><b>Unit 1:</b>            Academic Vocabulary: Figurative Language, T282-T283,            Analyze Descriptive Language, T338-T339  <b>Unit 2:</b>            Possible Teaching Point: Read Like a Writer/Author's Craft/Precise Verbs, T101            Possible Teaching Point: Academic Vocabulary: Figurative Language, T243, T246            Academic Vocabulary: Figurative Language, T264-T265  <b>Unit 3:</b>            Possible Teaching Point: Read Like a Writer/Author's Craft/Word Choice, T41            Academic Vocabulary: Context Clues, T204-T205            Possible Teaching Point: Read Like a Writer: Author's Craft, T246            Respond and Analyze: Develop Vocabulary, T254-T255            Academic Vocabulary: Figurative Language, T270-T272  <b>Unit 3 Continued:</b>            Academic Vocabulary: Parts of Speech, T334-T335  <b>Unit 4:</b></p>

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	<p>Academic Vocabulary: Context Clues, T200-T201</p> <p><b>Unit 5:</b>            Compose with Figurative Language, T150            Possible Teaching Point: Academic Vocabulary/            Figurative Language, T246, T250            Academic Vocabulary: Figurative Language, T270-T271</p>
<p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).</p>	<p><b>Unit 2:</b>            Realistic Fiction, T160-T161            Guided Reading Instruction Prompts: Identify Realistic Fiction, T162            Respond and Analyze: Develop Vocabulary, T180-T181, T316-T317</p> <p><b>Unit 3: 318</b>            Close Read: Make Connections, T108, T112, T117            Make Connections, T128-T129            Respond and Analyze: Develop Vocabulary, T318-T318</p> <p><b>Unit 4:</b>            Introduce the Unit: Unit Goals/Develop Vocabulary, T14            Guided Reading Instruction Prompts: Make Connections, T233            Close Read: Make Connections, T240            Respond and Analyze: Develop Vocabulary, T256-T257            Teacher-Led Options, Strategy Group: Develop Vocabulary, T258            Teacher-Led Options, Conferring: Develop Vocabulary, T259            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T259            Make Connections, T264-T265</p> <p><b>Unit 5:</b></p>

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	Close Read: Make Connections, T236, T244, T249 Make Connections, T262-T263
3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	<p><b>Unit 2:</b> Read Like a Writer: Analyze Precise Verbs, T134-T135</p> <p><b>Unit 3:</b> Academic Vocabulary: Synonyms and Antonyms, T136-T137</p> <p><b>Unit 5:</b> Revise for Word Choice: Verbs, T214 Possible Teaching Point: Write for a Reader/Author’s Craft, T310, T311, T318</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., <i>After dinner that night we went out for dessert</i> ).	<p><b>Unit 1:</b> Academic Vocabulary: Related Words, T70-T71 Develop an Event Sequence, T223 Respond and Analyze: Develop Vocabulary, T266-T267 Academic Vocabulary: Figurative Language, T282-T283</p> <p><b>Unit 2:</b> Respond and Analyze: Develop Vocabulary, T46-T47, T248-T249 Possible Teaching Point: Academic Vocabulary/Synonyms and Antonyms, T103 Introduce the Texts: Preview Vocabulary, T240 Academic Vocabulary: Figurative Language, T264-T265 Inquire: Use Academic Words, T359</p> <p><b>Unit 3:</b> Interact with Sources: Academic Vocabulary, T20, T96, T162 Teacher-Led Options, Strategy Group: Develop Vocabulary, T256 Teacher-Led Options, Conferring: Develop Vocabulary, T257 Teacher-Led Options, Leveled Readers: Develop Vocabulary, T257 Inquire: Use Academic Words, T361</p> <p><b>Unit 4:</b> Spotlight on Genre: Biography/Language of the Genre, T24 Possible Teaching Point: Academic Vocabulary:</p>

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(Continued)	<p>Related Words, T36, T40, T46 Respond and Analyze: Develop Vocabulary, T48-T49 Academic Vocabulary: ELL Language Transfer/ Cognates, T340 Inquire: Use Academic Words, T367</p> <p>(Continued) <b>Unit 5:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T35 Compose with Figurative Language, T150 Language and Conventions, Complex Sentences: ELL Targeted Support/Complex Sentences, T206 Language and Conventions, Complex Sentences: Complex Sentences/Lessons 2-4, T206-T207 Possible Teaching Point: Academic Vocabulary: Parts of Speech, T312, T314 Academic Vocabulary: Parts of Speech, T338-T339 Inquire: Use Academic Words, T365</p>