

A Correlation of myView Literacy, Grade 3, ©2020 to the to the New York State Social Studies Frameworks

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *New York State Social Studies Frameworks*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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<p>A.2 Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p>Unit 1: Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 2: Respond and Analyze, T248-T249 Student Interactive: <i>Welcome Back Wolves!</i>, T233-T239 Student Interactive: <i>Wolves Don't Belong in Yellowstone</i>, T241-T247 Student Interactive: <i>Develop Vocabulary/Check for Understanding</i>, pp. 360-361</p> <p>Unit 3: Interact with Sources: Explore the Primary Source, T20-T21</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, T20-T21 Student Interactive: <i>Daniel Burnham</i>, T21 Interact with Sources: Explore Primary Sources, T90-T91 Student Interactive: <i>Sojourner Truth</i>, T91 Refine Research: Identifying Sources, T374-T375 Student Interactive: <i>Identifying Sources</i>, T375</p> <p>Unit 5: Interact with Sources: Primary Sources, T222-T223 Student Interactive: <i>The Dust Bowl</i>, T223</p>

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<p>B.2 Employ mathematical skills to measure time in years and centuries.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>>Guided Reading Level O>Ice Ages</p>
<p>B.3 Identify causes and effects, using examples from his/her life or from a current event or history.</p>	<p>Unit 4: Analyze Text Structure, T52-T53 Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227 Unit 5: Close Read: Analyze Text Structure, T104, T108, T110, T112 Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P >Eleanor Roosevelt</p>

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<p>B.4 Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P >Eleanor Roosevelt</p>
<p>B.5 Recognize continuity and change over periods of time.</p>	<p>Unit 4: Essential Question: How Do Communities Change Over Time?, T12-T13 Interact with Sources: Explore the Primary Source, T20-T21, T90-T91 Interact with Sources: Explore the Time Line, T226-T227 Teacher-Led Options: Conferring, T339 Compare Across Texts, T364-T365 Inquire, T366-T367 Book Club: Connect to the Theme, T382, T384</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level M>Abandoned Cities</p>
<p>B.6 Recognize periods of time such as decades and centuries.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>>Guided Reading Level O>Ice Ages</p>

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B.7 Recognize and identify patterns of continuity and change in world communities.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level M>Abandoned Cities >Guided Reading Level O>Ice Ages
C Comparison and Contextualization	
C.1 Identify a world region by describing a characteristic that places within it have in common.	Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i> , T31-T49 Digital Resources: <i>Leveled Readers</i> > Guided Reading Level N>Changing Habitats; >Guided Reading Level P>The Australian Outback
C.2 Identify multiple perspectives by comparing and contrasting points of view in differing world communities.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level L>Living in Different Environments
C.3 Describe a historical event in a world community.	Unit 3: Listening Comprehension: Brave—Courageous, T232-T233
C.4 Recognize the relationship among geography, economics, and history in world communities.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level L>Living in Different Environments
C.5 Describe a historical development in a world community, using specific details, including time and place.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level L>Living in Different Environments

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D Geographic Reasoning	
D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.	Unit 1: Interact with Sources: Explore the Map, T20-T21 Close Read: Analyze Text Features, T246, T259
D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).	Unit 1: Interact with Sources: Explore the Diagram, T164-T165 Interact with Sources: Explore the Infographic, T232-T233
D.3 Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.	Unit 1: Student Interactive: <i>Cocoliso</i> , T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i> , T243-T261 Digital Resources: <i>Leveled Readers</i> > Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; >Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Guided Reading Level P>Blue Zones
D.4 Recognize a process that applies to population, and a resulting pattern.	Unit 5: Cross-Curricular Perspectives: Science, T32 Student Interactive: <i>Deep Down and Other Extreme Places to Live</i> , T31-T49

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<p>D.5 Describe how human activities alter places and regions.</p>	<p>Unit 1: Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Unit 5: Cross-Curricular Perspectives: Science, T32 Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; >Welcome to Tonle Sap</p>
<p>E Economics and Economic Systems</p>	
<p>E.1 Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T119</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T250</p>
<p>E.2 Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T32 Student Interactive: <i>Living in Deserts</i>, T243-T261 Interact with Sources: Explore with Media, T308-T309</p>
<p>E.3 Identify the products found in world communities and the various ways people in those communities pay for products.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>> Guided Reading Level M> Welcome to Tonle Sap >Inuit Life</p>

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<p>E.4 Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>> Guided Reading Level M> Welcome to Tonle Sap >Inuit Life .</p>
<p>E.5 Explore the types of governments in world communities and services they provide to citizens.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>F Civic Participation</p>	
<p>F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p>	<p>Digital Resources: Resource Download Center>Speaking and Listening</p>
<p>F.2 Participate in activities that focus on a classroom, school, or world community issue or problem.</p>	<p>Unit 3: Inquire: Introduce the Project, T360-T361 Student Interactive: <i>Be a Hero</i>, T361 Conduct Research: Search Engines, T364-T365 Student Interactive: <i>Searching the Web</i>, T365 Collaborate and Discuss, T266-T367 Student Interactive: <i>A Call to Action</i>, T367 Celebrate and Reflect: Celebrate!, T374-T375 Student Interactive: <i>Time to Celebrate</i>, T375</p>
<p>F.3 Identify different types of political systems found in world communities.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>F.4 Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.</p>	<p>Unit 3: Inquire: Introduce the Project, T360-T361 Student Interactive: <i>Be a Hero</i>, T361 Conduct Research: Search Engines, T364-T365 Student Interactive: <i>Searching the Web</i>, T365 Collaborate and Discuss, T266-T367 Student Interactive: <i>A Call to Action</i>, T367 Celebrate and Reflect: Celebrate!, T374-T375 Student Interactive: <i>Time to Celebrate</i>, T375 Unit 5: Interact with Sources: Explore the Infographic, T156-T157 Student Interactive: <i>Emergency</i>, T157 Listening Comprehension: Procedural Text, T158-T159 Introduce the Text, T166-T167 Student Interactive: <i>A Safety Plan: In Case of Emergency</i>, T167-T179 Respond and Analyze, T180-T181 Reflect and Share: Write to Sources, T192-T193</p>
<p>F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p>	<p>For supporting content please see: Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>

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<p>F.6 Identify situations in which social actions are required and suggest actions.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P >Eleanor Roosevelt</p>
<p>F.7 Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.</p>	<p>Unit 3: Interact with Sources: Explore the Infographic, T162-T163 Interact with Sources: Explore the Time Line, T230-T231</p>
<p>F.8 Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>>Guided Reading Level M>How to Be a Hero >People Who Changed U.S. History</p>

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<p>Standards: Geography, Humans, and the Environment</p>	
<p>3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.</p>	
<p>3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286 Unit 5: Interact with Sources: Explore the Map, T92-T93 Listening Comprehension: Hurricane Force, T94</p>
<p>3.1a.1 Students will identify the continents and oceans, by using globes and maps.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286 Unit 5: Interact with Sources: Explore the Map, T92-T93 Listening Comprehension: Hurricane Force, T94</p>
<p>3.1a.2 Students will locate the selected world communities in relation to oceans and continents.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286 Unit 5: Interact with Sources: Explore the Map, T92-T93 Listening Comprehension: Hurricane Force, T94</p>

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<p>3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286</p> <p>Unit 5: Interact with Sources: Explore the Map, T92-T93 Listening Comprehension: Hurricane Force, T94</p>
<p>3.1b.1 Students will identify the differences between a globe and a map.</p>	<p>For supporting content please see:</p> <p>Unit 1: Map/Globe, T246 Cross-Curricular Perspectives: Social Studies, T246</p> <p>Unit 5: Interact with Sources: Explore the Map, T92-T93</p>
<p>3.1b.2 Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>3.1b.3 Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>3.2 The location of world communities can be described using geographic tools and vocabulary.</p>	
<p>3.2a World communities can be located on globes and maps.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286 Unit 5: Interact with Sources: Explore the Map, T92-T93</p>
<p>3.2a.1 Students will examine where each selected world community is located.</p>	<p>Unit 1: Close Read: Analyze Text Structures, T246 Cross-Curricular Perspectives: Social Studies, T246 ELL Targeted Support: Maps, T286 Unit 5: Interact with Sources: Explore the Map, T92-T93</p>
<p>3.2b World communities can be located in relation to each other and to principle parallels and meridians.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>3.2b.1 Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</p>	
<p>3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</p>	<p>Unit 1: Interact with Sources: Explore the Map, T20-T21 Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M: Leveled Readers>Inuit Life; >Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; Changing Habitats; >Guided Reading Level P>Blue Zones; >The Australian Outback</p>

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<p>3.3a.1 Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.</p>	<p>Unit 1: Interact with Sources: Explore the Map, T20-T21 Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Changing Habitats; >Guided Reading Level P>Blue Zones; >The Australian Outback</p>
<p>3.3a.2 Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.</p>	<p>Unit 1: Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Changing Habitats; >Guided Reading Level P>Blue Zones; >The Australian Outback</p>

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<p>3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.</p>	<p>Unit 1: Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Changing Habitats; >Guided Reading Level P>Blue Zones; >The Australian Outback</p>
<p>3.3b.1 Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.</p>	<p>Unit 1: Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; >Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Guided Reading Level P>Blue Zones</p>
<p>3.3b.2 Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community.</p>	<p>For supporting content please see: Digital Resources: <i>Leveled Readers</i>>Guided Reading Level N>Changing Habitats</p>

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<p>3.3b.3 Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.</p>	<p>Unit 1: Student Interactive: <i>Cocoliso</i>, T175-T189 Interact with Sources: Explore the Infographic, T232-T233 Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; Welcome to Tonle Sap!; >Guided Reading Level N>Pollution; >Guided Reading Level P>Blue Zones</p>
Time, Continuity, and Change	
<p>3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>	
<p>3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p>	<p>Unit 1: Listening Comprehension: The Boy's Advice, T22-T23 Spotlight on Genre: Traditional Tales, T24-T25 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Traditional Tales, T28 Teacher-Led Options, Conferring/Leveled Readers: Identify Traditional Tales, T29 Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Spotlight on Genre: Folktales, T100-T101 Teacher-Led Options, Strategy Group: Identify Folktales, T104 Teacher-Led Options, Conferring/Leveled Readers: Identify Folktales, T105 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121</p> <p>Digital Resources: <i>Intervention</i>>Teacher Resources>myFocus Intervention Teacher's Guide: Lesson 20, Genre: Traditional Tales, T127-T132</p>

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<p>3.4a.1 Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</p>	<p>Unit 1: Listening Comprehension: The Boy’s Advice, T22-T23 Spotlight on Genre: Traditional Tales, T24-T25 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Traditional Tales, T28 Teacher-Led Options, Conferring/Leveled Readers: Identify Traditional Tales, T29 Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Spotlight on Genre: Folktales, T100-T101 Teacher-Led Options, Strategy Group: Identify Folktales, T104 Teacher-Led Options, Conferring/Leveled Readers: Identify Folktales, T105 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121</p> <p>Digital Resources: <i>Intervention</i>>Teacher Resources>myFocus Intervention Teacher’s Guide: Lesson 20, Genre: Traditional Tales, T127-T132</p>
<p>3.4a.2 Students will examine symbols of each selected world community.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>3.4b Arts, music, dance, and literature develop through a community's history.</p>	<p>Unit 1: Spotlight on Genre: Traditional Tales, T24-T25 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Traditional Tales, T28 Teacher-Led Options, Conferring/Leveled Readers: Identify Traditional Tales, T29 Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Spotlight on Genre: Folktales, T100-T101 Teacher-Led Options, Strategy Group: Identify Folktales, T104 Teacher-Led Options, Conferring/Leveled Readers: Identify Folktales, T105 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121</p>
<p>3.4b.1 Students will explore the arts, music, dance, and literature of each selected world community.</p>	<p>For supporting content please see: Unit 1: Spotlight on Genre: Traditional Tales, T24-T25 Teacher-Led Options, Strategy Group/Intervention Activity: Identify Traditional Tales, T28 Teacher-Led Options, Conferring/Leveled Readers: Identify Traditional Tales, T29 Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Spotlight on Genre: Folktales, T100-T101 Teacher-Led Options, Strategy Group: Identify Folktales, T104 Teacher-Led Options, Conferring/Leveled Readers: Identify Folktales, T105 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121</p>

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Development, Movement, and Interaction of Cultures	
3.5 Communities share cultural similarities and differences across the world.	
3.5a The structure and activities of families and schools share similarities and differences across world communities.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>Inuit Life >Welcome to Tonle Sap! Leveled Readers>Guided Reading Level P>Coming Together
3.5a.1 Students will compare and contrast the structure and activities of families and schools in each selected community with their own.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level P>Coming Together
3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>Inuit Life >Welcome to Tonle Sap! Leveled Readers>Guided Reading Level P>Coming Together
3.5b.1 Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level M>Inuit Life >Welcome to Tonle Sap! Leveled Readers>Guided Reading Level P>Coming Together
3.5b.2 Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.	Unit 1: ELL Targeted Support: Concept Mapping, T107 Cross-Curricular Perspectives: Social Studies, T112

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3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.	
3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3.6a.1 Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3.6a.2 Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Civic Ideals and Practices	
3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.	
3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3.7a.1 Students will examine the type of government found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>3.7b.1 Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>3.7c.1 Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States, as well as in selected world communities.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Level Reading L >Inspiring Kids >Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>
<p>3.7d.1 Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States, as well in as other selected world communities.</p>	<p>For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i>>Guided Level Reading L>Inspiring Kids >Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>

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<p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p>	
<p>3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>
<p>3.8a.1 Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>

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<p>3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>
<p>3.8b.1 Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: <i>Leveled Readers</i>> Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>

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<p>3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: >Guided Reading Level O>Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>
<p>3.8c.1 Students will investigate steps people can take to support social action and change.</p>	<p>Unit 4: Student Interactive: <i>The House That Jane Built</i>, T31-T47 Student Interactive: <i>Sojourner Truth</i>, T91 Possible Teaching Point: Read Like a Writer/Author’s Craft, T110 Student Interactive: <i>from Frederick Douglass</i>, T101-T113 Student Interactive: <i>Milton Hershey: Chocolate King, Town Builder</i>, T167-T183 Interact with Sources: Explore the Time Line, T226-T227</p> <p>Digital Resources: >Guided Reading Level O >Celebrating Martin Luther King, Jr.; >Guided Reading Level P>Eleanor Roosevelt</p>

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Creation, Expansion, and Interaction of Economic Systems	
3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.	
3.9a World communities use human and natural resources in different ways.	<p>Unit 1: Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121 Interact with Sources: Explore with Media, T308-T309 ELL Targeted Support: Listen for Information, T309</p> <p>Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>
3.9a.1 Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.	<p>Unit 1: Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121 Interact with Sources: Explore with Media, T308-T309 ELL Targeted Support: Listen for Information, T309</p> <p>Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>
3.9a.2 Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.	<p>Unit 1: Student Interactive: <i>Grandma and the Gourd</i>, T31-T53 Student Interactive: <i>A Nigerian Folktale, Why the Sky Is Far Away</i>, T107-T121 Interact with Sources: Explore with Media, T308-T309 ELL Targeted Support: Listen for Information, T309</p> <p>Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>

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<p>3.9b People in communities have various ways of meeting their basic needs and earning a living.</p>	<p>Unit 5: Student Interactive: <i>Deep Down and Other Extreme Places to Live</i>, T31-T49</p> <p>Digital Resources: Leveled Readers> Guided Reading Level N>Changing Habitats; >Guided Reading Level P>The Australian Outback</p>
<p>3.9b.1 Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>
<p>3.9b.2 Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>
<p>3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p>	
<p>3.10a Communities around the world produce goods and provide services.</p>	<p>Unit 1: Student Interactive: <i>Living in Deserts</i>, T243-T261</p> <p>Digital Resources: Leveled Readers> Guided Reading Level L>Living in Different Environments; >Guided Reading Level M>Inuit Life; Welcome to Tonle Sap!; >Guided Reading Level N>Leveled</p>
<p>3.10a.1 Students will determine what goods are produced and services are provided in each selected world community.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>
<p>3.10a.2 Students will examine how the goods are produced within each selected world community.</p>	<p>For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply</p>

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3.10a.3 Students will investigate who receives the goods that are produced in each selected world community.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply
3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply
3.10b.1 Students will examine each selected world community in terms of what products and/or services it exports to other communities.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply
3.10b.2 Students will examine each selected world community in terms of what products and/or services it imports from other communities.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply
3.10b.3 Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level O>In Short Supply
3.10b.4 Students will examine how technological developments in transportation and communication have influenced trade over time.	For opportunities to address this standard please see: Digital Resources: Leveled Readers> Guided Reading Level P>Scientific Breakthroughs