

**A Correlation of myView Literacy ©2020 to the
New York State Grades 3-5 Science Learning Standards 2016**

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **New York State Grades 3-5 Science Learning Standards 2016**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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New York State Science Learning Standards	myView Literacy Grade 3 ©2020
3. Forces and Interactions	
Crosscutting Concepts	
<p>Patterns</p> <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-PS2-2) 	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> pp. T32–T49 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34, T36 (Patterns in Nature)</p>
<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified. (3-PS2-1) 	<p>Analyze Text Structure (Cause and Effect), T42, T56-T57</p> <p>In addition, see the following: Unit 1: <u>Leveled Readers</u> Pollution (Informational Text) Blue Zones (Informational Text) Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 Read Aloud: “Producer and Consumer” T144–T145 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don’t Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265 Unit 5: <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205</p>
<ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3) 	<p>Unit 4: Analyze Text Structure (Cause and Effect), T42, T56-T57 Unit 5: Analyze Text Structure (Cause and Effect), T62, T100, T104, T106, T108, T116–T117 <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205</p>

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Connections to Engineering, Technology, and Applications of Science	
<p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4) 	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 <u>Leveled Readers</u> Pollution (Informational Text) Seeds of Peace and Hope (Informational Text) – environmental work and movement <u>Activities and Supplemental Material</u> Research Project: Write Letter to Improve Park Safety, U1: T472–T487</p> <p>Unit 2: <u>Selections</u> Infographic: Amazing Interactions T18–T19 Diagram: The Food Chain T142–T143 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265 <u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, U2: T454–T469</p> <p>Unit 3: <u>Selections</u> Primary Source: Steps on the Moon T18–T19 Read: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> pp. T224–T239 <u>Leveled Readers</u> Inspiring Kids (Biography) kids changing the world How to be a Hero (Procedural) <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, U3: R456–T471 (pick up trash etc.)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p> <p>Unit 5: <u>Selections</u> Time Line: Nature Rocks T18–T19 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth's Power (Informational Text)</p>

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3. Interdependent Relationships in Ecosystems	
Crosscutting Concepts	
<p>Cause and Effect</p> <ul style="list-style-type: none"> • Cause and effect relationships are routinely identified and used to explain change. (3-LS21),(3-LS4-3) 	<p>Unit 5: Analyze Text Structure (Cause and Effect), T62, T100, T104, T106, T108, T116–T117</p> <p>In addition, see the following:</p> <p>Unit 1: <u>Leveled Readers</u> Pollution (Informational Text)</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 Read Aloud: “Producer and Consumer” T144–T145 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don’t Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265</p> <p>Unit 5: <u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205</p>

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<p style="text-align: center;">New York State Science Learning Standards</p>	<p style="text-align: center;">myView Literacy Grade 3 ©2020</p>
<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> • Observable phenomena exist from very short to very long time periods. (3-LS4-1) 	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 <u>Leveled Readers</u> Pollution (Informational Text) Unit 2: <u>Selections</u> Infographic: Amazing Interactions T18–T19 Diagram: The Food Chain T142–T143 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265 Unit 5: <u>Selections</u> Time Line: Nature Rocks T18–T19 Read Aloud: “The Amazing Rainforest” T20–T21 Read: <i>Deep Down and Other Extreme Places to Live</i> pp. T32–T53 Map: When Earth Changes . . . T84–T85 Read Aloud: “Hurricane Force” T86–T87 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205 <u>Leveled Readers</u> What Is It Made Of? (Informational Text) Earth’s Power (Informational Text) Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text)</p>

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<p style="text-align: center;">New York State Science Learning Standards</p>	<p style="text-align: center;">myView Literacy Grade 3 ©2020</p>
<p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (3-LS4-4) 	<p>Unit 1: <u>Selections</u> Diagram: Exploring a Rainforest Environment T150–T151 Read: <i>Living in Deserts</i> pp. T226–T251 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> pp. T32–T49 Media: On the African Savanna T80–T81 Diagram: The Food Chain T142–T143 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265 Read Aloud: “Amazing Monarchs” T266—T267 Read: <i>Nature's Patchwork Quilt</i> T278–T295 <u>Leveled Readers</u> Tree Dwellers (Informational Text) Animals of the Everglades (Informational Text) Bees Around the World (Informational Text) Relationships in Nature (Informational Text) Earth Environments (Informational Text) Arctic Plants and Animals (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34, T36 (Patterns in Nature) Cross-Curricular Perspectives: Science, U2: T196 (Food chain) Cross-Curricular Perspectives: Science, U2: T98 (Mutualism) Cross-Curricular Perspectives: Science, U2: T163 (Ecosystems) Cross-Curricular Perspectives: Science, U2: T169 (Panda Ecosystem) Cross-Curricular Perspectives: Science, U2: T285 (Ocean Habitat) Research Project: Scrapbook on Relationship Between Plants and Animals, U2: T454–T469 Unit 5: <u>Selections</u> Read Aloud: “The Amazing Rainforest” T20–T21 Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 <u>Leveled Readers</u> The Australian Outback (Informational Text)</p>

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Connections to Engineering, Technology, and Applications of Science	
<p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4) 	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T212–T213 Read Aloud: “Surviving in the Four Corners” T214–T215 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T46 (Structural Integrity) Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) Read: <i>Green City</i> pp. T220–T241 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>
Connections to Nature of Science	
<p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems. (3-LS4-1) 	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> pp. T32–T49 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34, T36 (Patterns in Nature)</p>

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<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2) 	<p>Unit 5: Analyze Text Structure (Cause and Effect), T62, T100, T104, T106, T108, T116–T117</p> <p>In addition, see the following:</p> <p>Unit 2: <u>Selections</u> Diagram: The Food Chain T142–T143 Read Aloud: “Producer and Consumer” T144–T145 Infographic: Bringing Animals Back T202–T203 Read1: <i>Welcome Back, Wolves!</i> and <i>Wolves Don’t Belong in Yellowstone</i> pp. T216–T223 Diagram: Plants and Animals Need Each Other T264–T265 Read Aloud: “Amazing Monarchs” T266—T267</p> <p><u>Leveled Readers</u> Animals of the Everglades (Informational Text) Relationships in Nature (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Scrapbook on Relationship Between Plants and Animals, U2: T454–T469</p>
<p>3. Weather and Climate</p>	
<p>Crosscutting Concepts</p>	
<p>Patterns</p> <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2) 	<p>Unit 2: <u>Selections</u> Read: <i>Patterns in Nature</i> pp. T32–T49</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34, T36 (Patterns in Nature)</p> <p>Unit 5: <u>Selections</u> Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205</p> <p><u>Leveled Readers</u> Ice Ages (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T36 (Canyon and Erosion) Cross-Curricular Perspectives: Science, U5: T236 (Flooding)</p>

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<p>Cause and Effect</p> <ul style="list-style-type: none"> • Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS2-3),(3-ESS3-1) 	<p>Unit 5: Analyze Text Structure (Cause and Effect), T62, T100, T104, T106, T108, T116–T117</p> <p><u>Selections</u> Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> pp. T98–T111 Primary Source: The Dust Bowl T202–T203 Read Aloud: “Black Blizzards” T204–T205</p>
<p align="center">Connections to Engineering, Technology, and Applications of Science</p>	
<p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> • (NYSED) Engineers improve existing technologies or develop new ones to increase their benefits (e.g., improved Doppler radar), decrease known risks (e.g., severe weather alerts), and meet societal demands (e.g., cell phone applications). (3-ESS3-1) 	<p>Unit 1: <u>Selections</u> Infographic: How Do People Survive in an Environment? T212–T213 Read Aloud: “Surviving in the Four Corners” T214–T215 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T46 (Structural Integrity)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) Read: <i>Green City</i> pp. T220–T241 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>

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Connections to Nature of Science	
<p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> • Science affects everyday life. (3-ESS3-1) 	<p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T152–T153 Infographic: How Do People Survive in an Environment? T212–T213 Read Aloud: “Surviving in the Four Corners” T214–T215 Read: <i>Living in Deserts</i> pp. T226–T251 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural) Welcome to Tonle Sap! (Informational Text) Pollution (Informational Text) In Short Supply (Informational Text) Blue Zones (Informational Text) Seeds of Peace and Hope (Informational Text) – environmental work and movement Unit 3: <u>Activities and Supplemental Material</u> Research Project: How to be a Heroic in the Community, U3: R456–T471 (pick up trash etc.) Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) Read Aloud: “Never a Quitter” T208–T209 (Astronaut) Read: <i>Green City</i> pp. T220–T241 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T290 (Common Cold) Unit 5: <u>Leveled Readers</u> Watching the Weather (Informational Text) Keeping Our Water Clean (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Extreme Places and Natural Events Effect People, U5: T458–T459 Research Project: Write a Brochure About a Place hit by a Natural Disaster, U5: T460–T475</p>

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3-5. Engineering Design	
Crosscutting Concepts	
<p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> • People’s needs and wants change over time, as do their demands for new and improved technologies. (35-ETS1-1) 	<p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T152–T153 Infographic: How Do People Survive in an Environment? T212–T213 Read Aloud: “Surviving in the Four Corners” T214–T215 Read: <i>Living in Deserts</i> pp. T226–T251 <u>Leveled Readers</u> All-Weather Friends (Realistic Fiction) Living in Different Environments (Informational Text) Inuit Life (Procedural)</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T46 (Structural Integrity)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) Read: <i>Green City</i> pp. T220–T241 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2) 	<p>(Continued)</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Feeling the Cold” T152–T153 Infographic: How Do People Survive in an Environment? T212–T213 Read Aloud: “Surviving in the Four Corners” T214–T215 Read: <i>Living in Deserts</i> pp. T226–T251 <u>Leveled Readers</u> Living in Different Environments (Informational Text) Pollution (Informational Text)</p> <p>Unit 3: <u>Leveled Readers</u> How to be a Hero (Procedural) Community Heroes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T46 (Structural Integrity)</p> <p>Unit 4: <u>Selections</u> Time Line: Changing the World with One Idea T206–T207 (Computer Programs) Read: <i>Green City</i> pp. T220–T241 (tornado and rebuilding a sustainable city) <u>Leveled Readers</u> Creating Healthy Communities (Informational Text) Scientific Breakthroughs (Informational Text)</p>