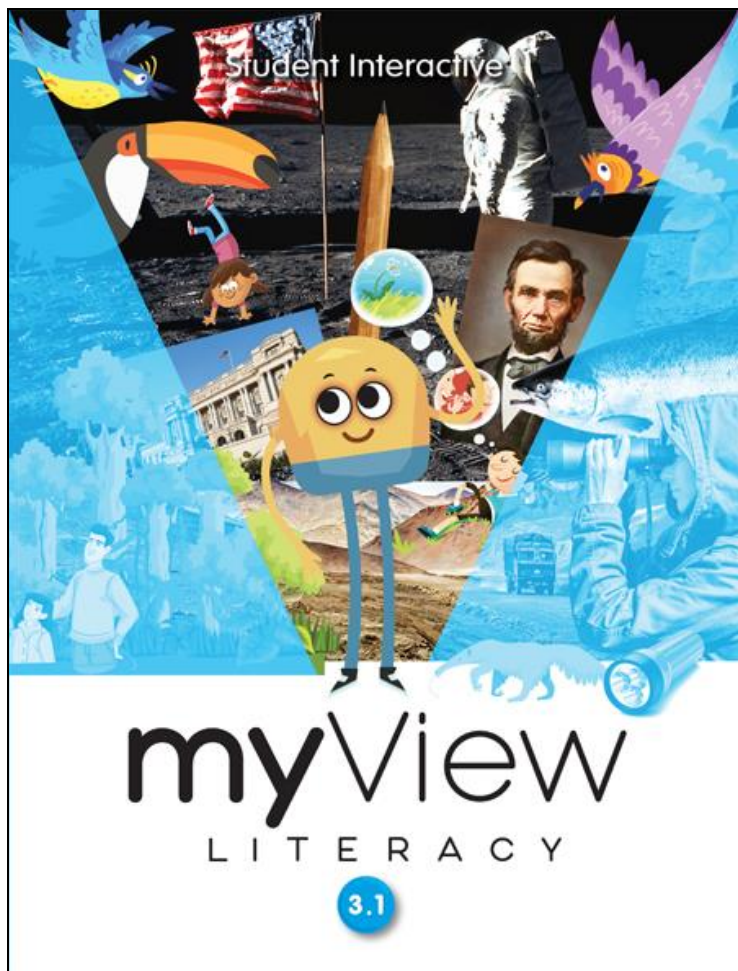


A Correlation of



**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 3**

A Correlation of myView Literacy, Grade 3, ©2020 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 3

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *English Language Arts/Literacy Grade-Level Instructional Materials Evaluation Tool*. Correlation includes program descriptions with supporting program 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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade three standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons and text-dependent questions and tasks during reading. The questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see:</p> <p>Unit 1: Characters, T170, T171, T176, T177, T179–T181 Main Idea and Details, T330–T331</p> <p>Unit 4: Point of View, T82, T248</p> <p>Unit 5: Point of View, T228, T235; Theme, T326–T327</p>

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<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout all levels of Pearson's <i>myView Literacy</i> ©2020 short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups.</p> <p>For examples see:</p> <p>Unit 1: <i>Living in Deserts</i>, T242–T267 (Informational Text)</p> <p>Unit 2: <i>Wolf Island</i>, T166–T181 (Realistic Fiction)</p> <p>Unit 3: Poems About Heroes, T292–T355 (Poetry)</p> <p>Unit 4: from <i>Frederick Douglass</i>, T100–T115 (Biography) "Comforts of Home" T300–T301 (Drama)</p> <p>Unit 5: <i>Nora's Ark</i>, T232–T255 (Historical Fiction) "Animal Village", T298–T299 (Traditional Tales) from <i>Aesop's Fox</i>, T306–T323 (Traditional Tales)</p>
<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.</p>	<p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, and Trade Books.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App.</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p>

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<p>(Continued)</p>	<p>(Continued) For examples see: Unit 1: T26–T29, T56–T57, T60–T61 Unit 2: Book Club, T195, T231, T374–T387 Unit 3: Reading Workshop: Whole Group: T24–T25, T30–T55, T58–T59, T62–T63</p>
<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>Students develop generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p>Unit 2: Academic Vocabulary, T264–T265; Selection Vocabulary, T162, T228; Vocabulary Skills/Strategies: Context Clues, T196–T197 Unit 4: Spelling, T208–T209</p> <p>In addition, see Progress Check-Ups; Unit Tests; Middle-of-Year Test; End-of-Year Test; PearsonRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Spelling; Word Study and the Professional Development Center: Vocabulary</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade three standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade three, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myView Literacy</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading.</p> <ul style="list-style-type: none"> • Independent Reading and Independent Writing options provide students opportunities to excel. • A Project-Based Inquiry completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • Book Club gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • Leveled Readers: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers.

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<p>(Continued)</p>	<p>(Continued) For examples see: Unit 1: Project Based Inquiry, T376–T391 Unit 2: Leveled Readers, T162–T163, Independent Reading, T251 Unit 4: Book Club: U4: T382–T395 Unit 5: Project Based Inquiry, T364–T479</p> <p>For examples of texts across subjects and themes see: Unit 1: <i>Living in Deserts</i>, T242–T267 (Informational Text) Unit 3: <i>Below Deck: A Titanic Story</i>, T30–T55 (Historical Fiction) <i>Granddaddy's Turn</i>, T106–T121 (Historical Fiction) Unit 4: <i>The House That Jane Built</i>, T30–T49 (Biography) from <i>Frederick Douglass</i>, T100–T115 (Biography) Unit 5: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T102–T115 (Informational Text)</p>

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<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>Texts have been chosen in Pearson's <i>myView Literacy</i> ©2020 with the multicultural society that today's students inhabit. The authors, the illustrations, and the materials represent the rich cultural literary legacy throughout the world.</p> <p>Unit 1 <i>Grandma and the Great Gourd</i>, T30–T55 (Traditional Tale) <i>Why the Sky Is Far Away</i>, T106–T123 (Folktale) <i>The Golden Flower</i>, T318–T335 (Myth)</p> <p>Unit 3 <i>Mama Miti</i>, T240–T255 (Biography)</p> <p>Unit 4 <i>The House That Jane Built</i>, T30–T49 (Biography) from <i>Frederick Douglass</i>, T100–T115 (Biography)</p>
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> • Fables, folktales, and myths from diverse cultures 	<p>Unit 1: Traditional Tale, T24–T25; Myth, T312–T313; Folktale, T100–T101</p> <p>Unit 5: Traditional Tale, T300–T301</p> <p>Selections:</p> <p>Unit 1: <i>The Boys Advice</i>, T22–T23 (Traditional Tale) <i>Grandma and the Great Gourd</i> T30–T55 (Traditional Tale) <i>A Gift Horse</i>, T98–T99 (Folktale) <i>Why the Sky Is Far Away</i>, T106–T123 (Folktale) <i>The Golden Flower</i>, T318–T355 (Myth) <i>Eleven Native Tales</i>, T394</p> <p>Unit 5: <i>Aesop's Fox</i>, T306–T323 (Fable)</p>

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<ul style="list-style-type: none"> • Stories, drama, and poetry 	<p>Literature Selections:</p> <p>Unit 1: "Beaded Necklace," T310–T311</p> <p>Unit 3: <i>Below Deck: A Titanic Story</i>, T30–T55</p> <p>Unit 5: <i>Nora's Ark</i>, T232–T255</p> <p>Drama:</p> <p>Unit 4: "Comforts of Home," T300–T301 (Drama) <i>Grace and Grandma</i>, T308–T325</p> <p>Poetry:</p> <p>Unit 1: Explore Poetry, T96–T97</p> <p>Unit 3: Explore Poetry, T96–T97 Poems About Heroes, T308–T317</p> <p>U4: Poems About Heroes, T298–T299</p> <p>Unit 5: Poems About Heroes, T296–T297</p>
<ul style="list-style-type: none"> • Multiple stories by the same author 	<p>Unit 3: <i>From Little House on the Prairie</i>, T172–T180 <i>By the Shores of Silver Lake</i>, T182–T187, both by Laura Ingalls Wilder</p>
<p>1d. The range of informational texts include selections that:</p>	
<ul style="list-style-type: none"> • Present historical events 	<p>Unit 3: <i>Granddaddy's Turn</i>, T106–T121 (Historical Fiction)</p> <p>Unit 4: <i>The House That Jane Built</i>, T30–T49 (Biography)</p> <p>Unit 5: <i>Nora's Ark</i>, T232–T255 (Historical Fiction)</p>
<ul style="list-style-type: none"> • Describe technical procedures 	<p>Unit 5: <i>Conducting a School Fire Drill</i>, T158–T159 <i>A Safety Plan: In Case of Emergency</i>, T166–T181</p>

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<ul style="list-style-type: none"> • Present scientific ideas or concepts 	<p>Unit 2: <i>Patterns in Nature</i>, T30–T47</p> <p>Unit 5: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T102–T115</p>
<ul style="list-style-type: none"> • Contain relevant visual representations of information 	<p>Unit 1: Explore Diagrams, T164–T165; Explore the Map, T20–T21</p> <p>Unit 2: Explore Diagrams, T156–T157, T290–T291</p> <p>Unit 3: Explore Timelines, T230–T231</p> <p>Unit 4: Explore Timelines, T226–T227</p> <p>Unit 5: Explore Timelines, T20–T21; Explore the Map, T92–T93; <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T102–T115</p>
<ul style="list-style-type: none"> • Contain at least two texts on the same topic 	<p>Unit 2: <i>Weird Friends</i>, T98–T115 and <i>Nature’s Patchwork Quilt</i>, T300–T317</p>
<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>The collections of texts in <i>myView Literacy</i> include a rich mixture of literary and informative texts chosen for both content and grade level interest. Listening Comprehension texts, Text Selections, Leveled Readers, and Book Club Selections allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p> <p>For a complete listing of text complexity see: <i>PearsonRealize.com</i>, <i>myView Literacy: Grades 3-5: Text Complexity Charts</i>. <i>PearsonRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p> <p>For examples see:</p> <p>Unit 1: Leveled Readers, T26–T27</p> <p>Unit 2: Book Club, T195, T231, T374–T387</p> <p>Unit 3: Listening Comprehension, T164–T165, T232–T233, T298–T299</p>

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<p align="center">ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Text for grade three students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for answers 	<p>Unit 1: Ask and Answer Questions, T110, T130, T132 Generate Questions, T110, T114, T118, T120, T245, T249, T253, T257, T261, T265</p> <p>Unit 2: First Read: Generate Questions, T35, T37, T106, T111, T235, T303, T312, T314 Check for Understanding, T249 First Read, T40, T310, T311</p> <p>Unit 3: Generate Questions, T33, T35, T36, T39, T40, T44, T45, T48, T53, T109, T118, T175, T242, T246, T251, T310 First Read: Respond or Notice, T37, T38, T46, T47, T51, T52</p> <p>Unit 4: Close Read: Make Inferences, T104, T109, T111 First Read: Generate Questions, T30, T33, T37, T44, T103, T108, T166, T169, T240, T244 Ask and Answer Questions, T163, T168, T173, T178, T182, T192-T193</p> <p>Unit 5: First Read: Generate Questions, T43, T107, T109, T113, T169, T175, T177, T235, T237, T244 Close Read: Monitor Comprehension, T169 Close Read, T239, T241, T310, T312</p>

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<p>• Recounting stories, including fables, folktales, and myths from diverse cultures</p>	<p>Unit 1: Traditional Tales, T22 Analyze Plot and Setting, T58 Folktales, T100, T104 Myths, T312, T314-T315, T316</p> <p>Unit 3: My View, T54</p> <p>Unit 4: Narrative Nonfiction, T230</p> <p>Unit 5: Traditional Tales, T298 Fable, T300, T304</p>
<p>• Determining the central message, theme, or idea of a text, recounting key supporting details</p>	<p>Unit 1: Infer Theme, T102, T111, T113, T117-T119, T121, T126-T127</p> <p>Unit 2: Main Idea and Key Details, T24, T32, T34, T45, T50, T52 Close Read: Evaluate Details, T110, T112 Possible Teaching Point: Author's Craft, T45 Check for Understanding, T47</p> <p>Unit 3: Infer Theme, T168, T175, T176, T179, T182, T184, T192-T193 Summarize Informational Text, T252, T262, T264</p> <p>Unit 4: Main Idea and Key Details, T106, T108, T112, T118, T120, T121 First Read, T34, T46 Whole Group, T121 Explain Author's Message, T344</p> <p>Unit 5: First Read: Notice, T46 Infer Theme, T302, T311, T314, T316, T320, T326-T327 Evaluate Details, T303, T308, T310, T312, T319, T330-T331</p>

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<p>• Describing the characters in a story and explaining how their actions contribute to the sequence of events</p>	<p>Unit 1: Setting and Sequence of Events, T88 Characters, T170, T171, T176, T177, T179–T181, T184, T194–T195</p> <p>Unit 3: Compose Characters, T152 Close Read: Make Connections, T112 Characters, T87, T102, T103, T111, T113, T114, T116, T119, T124–T125, T152</p> <p>Unit 4: Guided Reading Instruction Prompts: Analyze Characters, T304</p> <p>Unit 5: Evaluate Details, T308, T330</p>
<p>• Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, T38, T53 Cross-Curricular Perspectives: Science, T37, T41</p> <p>Unit 2: First Read: Connect, T108, T110 Analyze Text Structure, T336 Use Cause-and-Effect Text Structure, T338</p> <p>Unit 3: Historical Fiction, T24 Cross-Curricular Perspectives: Science, T43, T44 Close Read: Summarize Informational Text, T246, T251 Analyze Text Structure, T258–T259</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T45 T170, T182 Analyze, Text Structure, T276–T277, T278</p> <p>Unit 5: Explore Maps, T92 Analyze Text Structure, T118, T168, T184–T185 Close Read: Monitor Comprehension, T174 Text Structure, T200–T201, T202</p>

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<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Determining the meaning of words and phrases used in a text, including general academic and domain-specific words, and distinguishing literal from nonliteral language 	<p>Unit 1: Preview Vocabulary, T30-T31, T106-T107, T174-T175, T242-T243, T318-T319 Figurative Language, T33, T35, T44, T49, T74-T77, T210-T213, T244, T256, T282-T283 Develop Vocabulary, T122-T123, T334-T335 Academic Vocabulary, T66, T274, T278, T338, T342 Use Academic Words: Collaborate, T377</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T101 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Preview Vocabulary, T166-T167 Figurative Language, T243, T246 Develop Vocabulary, T114-T115, T316-T317 Academic Vocabulary, T50, T54, T260, T320, T324 Use Academic Words: Collaborate, T359</p> <p>Unit 3: Preview Vocabulary, T30-T31, T106-T107, T172-T173, T240-T241, T306-T307 Read Like a Writer: Author's Craft, T41, T246 Develop Vocabulary, T54-T55, T318-T319 Academic Vocabulary, T58, T62, T66, T124, T128, T258, T262, T266, T322, T326, T330 Read Like a Writer: Mood, T175 Read Like a Writer: Author's Purpose, T185 Figurative Language, T246, T251, T252, T270-T271 Use Academic Words: Collaborate, T361</p> <p>Unit 4: Preview Vocabulary, T30-T31, T308-T309 Develop Vocabulary, T48-T49, T324-T325 Academic Vocabulary, T52, T118, T122, T332, T336 Possible Teaching Point: Read Like a Writer: Author's Craft, T323 Use Academic Words: Collaborate, T367</p>

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(Continued)	(Continued) Unit 5: Academic Vocabulary: Related Words, T35 Use Academic Words, T365 Develop Vocabulary, T50-T51, T322-T323 Academic Vocabulary, T54, T266, T326, T330, T334 Preview Vocabulary, T232-T233, T306-T307 Close Read: Vocabulary in Context, T238, T245, T248
<ul style="list-style-type: none"> • Referring to parts of stories, dramas, or poems, using terms such as chapter, scene, and stanza, and how the parts build on earlier sections 	Unit 1: Close Read: Analyze Text Features, T244 Unit 3: Analyze Plot and Setting, T58-T59, T61 Poetry & Poetic Elements, T300-T301, T322-T323, T324, T325 Reflect and Share, T66, T330 Unit 4: Drama & Play Elements, T300-T301, T310, T312, T316, T328-T329, T330, T331 Reflect and Share, T336-T337 Unit 5: Revise for Structure, T286 Model and Practice, T287
<ul style="list-style-type: none"> • Distinguishing their own point of view from that of the author, narrator, or characters in a text 	Unit 4: Point of View, T160 Distinguishing Viewpoint, T232, T238, T241, T243, T245, T247, T251, T255, T260-T261 Distinguish Viewpoint, T238, T251 Whole Group, T263 Unit 5: Analyze Point of View, T239, T243, T258-T259

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<ul style="list-style-type: none"> Using text features and search tools such as key words and side bars 	<p>Unit 1: Informational Texts, T236 Analyze Text Features, T238, T244, T247, T249, T255, T264, T265, T270, T272 First Read, T244, T252, T264 Possible Teaching Point: Author's Craft, T264</p> <p>Unit 2: Possible Teaching Point: Author's Craft, T105 Whole Group: T299</p> <p>Unit 3: Search Engines, T364</p> <p>Unit 4: First Read: Notice, T170, T176 Cross-Curricular Perspectives: Social Studies, T317 Conduct Research, T370</p> <p>Unit 5: First Read, T104, T108, T110, T112 Text Features, T26, T33, T34, T54, T55, T56, T70-T71 Explore Maps, T92 Text Structure, T173, T178, T200-T201, T202</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Comparing and contrasting the most important points and details presented in two texts on the same topic 	<p>Unit 1: Compare Across Texts, T374-T375</p> <p>Unit 2: Strategy Group: Compare Texts, T128, T194 Compare and Contrast Texts Compare and Contrast Texts, T229, T235, T236, T239, T243, T247, T256-T257, T258-T259 Read and Compare, T240</p> <p>Unit 4: Strategy Group: Compare Texts, T198 Compare Across Texts, T364, T364-T365</p> <p>Unit 5: Strategy Group: Compare Texts, T64 Whole Group, T65</p>

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<ul style="list-style-type: none"> • Comparing and contrasting the themes, settings, and plots of stories 	<p>Unit 3: Compare and Contrast Texts, T183, T187, T196-T197, T198 Respond and Analyze, T188-T189 Reflect and Share, T200-T201</p>
<ul style="list-style-type: none"> • Explaining how specific aspects of a text’s illustrations contribute to what is described in words 	<p>This objective is explored throughout the text. For examples see:</p> <p>Unit 1: Describe Figurative Language, T74 Analyze Graphic Features, T142-T143, T144 First Read, T32, T33, T36, T37, T38, T40, T42, T51, T53, T116, T176 Explore the Poem, T96-T97</p> <p>Unit 2: Synthesize Information, T176, T188, T191, T188-T189 First Read, T168, T169, T170, T174, T175, Analyze Illustration, T172, T177, T178, T184-T185, T186, T187</p> <p>Unit 3: Possible Teaching Point: Author's Craft, T32, T38 Possible Teaching Point: Read Like a Writer: Illustrations, T50 Use Illustrations, T74-T75, T76-T77 Graphic Features, T32</p> <p>Unit 5: First Read: Notice, T240</p>

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<ul style="list-style-type: none"> • Using information gained from illustrations 	<p>Unit 1: Explore the Map, T20 Graphic Features, T142, T144 Analyze Text Features, T238, T244, T247, T249, T255, T264, T265, T270–T271, T272 Explain the Use of Graphic Features, T286 Explore the Infographic, T232–T233 Explore Diagrams, T164–T165 Explore Media, T308–T309</p> <p>Unit 2: Explore the Infographic, T20–T21, T222–T223 Explore the Media, T88–T89 Monitor Comprehension, T54 Read Like a Writer, Explain the Use of Graphic Features, T66 Analyze Illustrations, T184, T187 Explore the Diagram, T156–T157, T290</p> <p>Unit 3: Explore the Infographic, T162–T163, T296–T297 First Read: Connect, T250</p> <p>Unit 4: Explore the Infographic, T156–T157 Possible Teaching Point: Author's Craft, T108 First Read: Notice, T45, T109 Possible Teaching Point, Graphic Features, T242 Cross-Curricular Perspectives: Social Studies, T317</p> <p>Unit 5: Text Features, T26, T33, T34, T54, T55, T56, T70–T71 Explore Maps, T92–T93 Explore the Infographic, T156–T157 Text Structure, T173, T178, T200–T201, T202</p>

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ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade three, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1: Personal Narrative, T82–T91, T150–T159, T218–T227, T294–T303, T362–T371</p> <p>Unit 2: Commands, T149 Informational Text, T208–T217 How-to Article, T74–T83, T142–T151, T276–T285, T344–T353</p> <p>Unit 3: Historical Fiction, T82–T91, T148–T157, T216–T225, T282–T291, T346–T355</p> <p>Unit 4: Opinion Essay, T76–T85, T142–T151, T212–T221, T284–T293, T352–T361</p> <p>Unit 5: Poetry, T78–T87, T83, T84, T142–T151, T208–T217, T282–T291, T350–T359</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p> <ul style="list-style-type: none"> • Writing opinion pieces on topics or texts, supporting a point of view with reasons 	<p>Unit 1: Argumentative Writing, T378–T379</p> <p>Unit 2: Minilesson: Write to Sources, T260</p> <p>Unit 3: Argumentative Writing, T362–T363</p> <p>Unit 4: Opinion Essay, T76–T85, T142–T151, T212–T221, T284–T293, T352–T361</p> <p>Unit 5: Minilesson: Write to Sources, T192 Argumentative Writing, T366–T367</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>• Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Unit 2: Commands, T149 How-to Article, T74-T83, T142-T151, T276-T285, T344-T353 Informational Text, T208-T217 Informational Writing, T353, T360-T361 Unit 4: Informational Writing, T368-T369 Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>• Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events</p>	<p>Unit 1: Personal Narrative, T82-T91, T150-T159, T218-T227, T294-T303, T362-T371 Unit 3: Narrative, T355 Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level narrative, informational, and opinion writing.</p>	<p>Unit 1: Personal Narrative, T82-T91, T150-T159, T218-T227, T294-T303, T362-T371 Unit 2: How-to Article, T74-T83, T142-T151, T276-T285, T344-T353 Unit 3: Historical Fiction, T82-T91, T148-T157, T216-T225, T282-T291, T346-T355 Unit 4: Opinion Essay, T76-T85, T142-T151, T212-T221, T284-T293, T352-T361 Unit 5: Poetry, T78-T87, T83, T84, T142-T151, T208-T217, T282-T291, T350-T359</p>

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<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade three writing standards, including:</p>	
<ul style="list-style-type: none"> • Producing writing in which the development and organization are appropriate to the task and purpose 	<p>Unit 1: Personal Narrative, T82–T91, T150–T159, T218–T227, T294–T303, T362–T371 Argumentative Writing, T378–T379</p> <p>Unit 2: Commands, T149 Informational Text, T208–T217 How-to Article, T74–T83, T142–T151, T276–T285, T344–T353 Minilesson: Write to Sources, T260 Informational Writing, T353, T360–T361</p> <p>Unit 3: Historical Fiction, T82–T91, T148–T157, T216–T225, T282–T291, T346–T355 Narrative, T355 Argumentative Writing, T362–T363</p> <p>Unit 4: Opinion Essay, T76–T85, T142–T151, T212–T221, T284–T293, T352–T361 Informational Writing, T368–T369</p> <p>Unit 5: Poetry, T78–T87, T83, T84, T142–T151, T208–T217, T282–T291, T350–T359 Minilesson: Write to Sources, T192 Argumentative Writing, T366–T367</p>

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<p>• Developing and strengthening writing by planning, revising, and editing</p>	<p>Unit 1: Plan and Prewrite, T90 Revise, T388-389 Edit, T366, T367, T388</p> <p>Unit 2: Plan and Prewrite, t82 Edit, T280, T282-T284, T348, T349 Revise and Edit, T370-T371 Revise, T281</p> <p>Unit 3: Plan and Prewrite, T90, T155 Revise, T288, T372-T373 Edit, T286, T289, T290, T350, T351, T372</p> <p>Unit 4: Plan and Prewrite, T84 Revise and Edit, T378-T379 Edit, 290, 291, T357, T378 Revise, T288, T289</p> <p>Unit 5: Plan and Prewrite, T86 Revise, T214, T286, T354, T376-T377 Edit, T288-T290, T349, T355, T376</p>
<p>• Using technology to produce and publish writing, as well as to interact and collaborate with others</p> <p>Materials should also guide the teaching of specific components of grade three writing standards 1-3 (See CCSS).</p>	<p>Unit 1: Publish, T368 Celebrate and Reflect, T390-T391</p> <p>Unit 2: Publish and Celebrate, T350 Extend Research: Include Visuals/Media, T368-T369 Celebrate and Reflect, T372-T373</p> <p>Unit 3: Create an Audio Recording of a Story, T222 Publish and Celebrate, T352 Extend Research: Incorporate Media, T370-T371 Celebrate and Reflect, T374-T375</p> <p>Unit 4: Use Technology, T220 Use Technology to Publish Writing, T356 Publish and Celebrate, T358 Extend Research: Include Images, T376-T377 Celebrate and Reflect, T380-T381</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 5: Create an Audio Recording, T215 Create a Visual Display, T216 Publish and Celebrate, T356 Extend Research: Present a Slide Show, T374–T375 Celebrate and Reflect, T378–T379</p>
<p>3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including:</p>	
<ul style="list-style-type: none"> • Recalling information from experiences 	<p>Unit 1: Compare Across Texts, T374–T375 Collaborate and Discuss, T382–T383, T388–T389</p> <p>Unit 2: Compare Across Texts, T356–T357 Collaborate and Discuss, T364–T365, T388–T389</p> <p>Unit 3: Compare Across Texts, T358–T359 Collaborate and Discuss, T366–T367, T372–T373</p> <p>Unit 4: Compare Across Texts, T364–T365 Collaborate and Discuss, T372–T373, T378–T379</p> <p>Unit 5: Compare Across Texts, T362–T363 Collaborate and Discuss, T370–T371, T376–T377</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>

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<p>• Gathering information from print and digital sources</p>	<p>Unit 1: Conduct Research: Field Research, T380–T381 Refine Research: Identify Primary and Secondary Sources, T384–T385</p> <p>Unit 2: Conduct Research: Library Databases, T362–T363 Refine Research: Citing Sources, T366–T367 Extend Research: Include Visuals/Media, T368–T369</p> <p>Unit 3: Explore the Primary Source, T20–T21 Conduct Research: Search Engines, T364–T365 Refine Research: Paraphrasing and Quoting, T368–T369 Extend Research: Incorporate Media, T370–T371</p> <p>Unit 4: Explore the Primary Sources, T20–T21, T90–T91 Conduct Research: Library of Congress, T370–T371 Refine Research: Identifying Sources, T374–T375 Extend Research: Include Images, T376–T377</p> <p>Unit 5: Explore the Primary Sources, T222–T223 Conduct Research: Bookmarking, T368–T369 Refine Research: Works Cited Page, T372–T373</p>

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<p>• Taking brief notes on sources and sorting evidence into provided categories</p>	<p>Unit 1: Conduct Research: Field Research, T380–T381</p> <p>Unit 2: Conduct Research: Library Databases, T362–T363 Refine Research: Citing Sources, T366–T367</p> <p>Unit 3: Explore the Primary Source, T20-T21 Refine Research: Paraphrasing and Quoting, T368–T369</p> <p>Unit 4: Explore the Primary Sources, T20-T21, T90-T91</p> <p>Unit 5: Conduct Research: Bookmarking, T368–T369 Refine Research: Works Cited Page, T372–T373</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade three includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials.</i>	
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade three <i>Reading Standards for Foundational Skills</i>, including phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)</p>	<p>Unit 1: VC/CV, T34, T52, T73, T78–T79, T141, T147 Fluency, T56, T60, T64, T124, T128, T132, T192, T196, T200, T268, T272, T276, T336, T340, T344 Common Syllable Patterns, T72–T73, T352–T353</p> <p>Unit 2: Common Syllable Patterns, T42, T64–T65, T70–T71, T266–T267, T272–T273 Fluency, T48, T52, T56, T116, T120, T124, T182, T186, T190, T250, T254, T258, T318, T322, T326 VC/V and V/CV, T133, T139 VCe, T235, T245, T247, T335, T341</p> <p>Unit 3: Fluency, T56, T60, T64, T122, T126, T130, T190, T194, T198, T256, T260, T264, T320, T324, T328</p> <p>Unit 4: Fluency, T50, T54, T58, T116, T120, T124, T186, T190, T194, T258, T262, T266, T326, T330, T334 VCCCV, T102, T132–T133, T138–T139, T203, T209</p> <p>Unit 5: Fluency, T52, T56, T60, T116, T120, T124, T182, T186, T190, T256, T260, T264, T324, T328, T332 Final Stable Syllable, T308, T316, T319, T340–T341, T346–T347</p>

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<p>4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including:</p>	
<ul style="list-style-type: none"> • Understanding grade-level vocabulary 	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary, T62, T126, T134, T202, T338 Develop Vocabulary, T54, T122, T190, T266</p> <p>Unit 2: Academic Vocabulary, T58, T118, T184, T192, T252 Develop Vocabulary, T46, T114, T180, T316</p> <p>Unit 3: Develop Vocabulary, T120, T188, T254, T318 Academic Vocabulary, T124, T192, T258, T322</p> <p>Unit 4: Academic Vocabulary, T118, T188, T260, T332 Develop Vocabulary, T48, T114, T184, T256, T324</p> <p>Unit 5: Academic Words, T62, T126, T188, T262 Develop Vocabulary, T50, T114, T180, T254, T322</p>
<ul style="list-style-type: none"> • Identifying and knowing the meaning of most common prefixes and derivational suffixes 	<p>Unit 1: Academic Vocabulary: Related Words, T42, T45, T70-T71 Inflected Endings, T140 Base Words and Endings, T208</p> <p>Unit 2: Possible Teaching Point: Academic Vocabulary, Related Words, T35 Related Words, T62-T63</p> <p>Unit 3: Related Words, T70-T71 Teach Prefixes, T72-T73, T78-T79, T139, T145 Word Study: Suffixes, T182, T184, T206-T207, T212-T213, T279</p> <p>Unit 4: Related Words, T36, T46, T64-T65 Word Study and Activities: Latin Suffixes, T169, T173, T181, T202-T203, T208-T209, T281</p> <p>Unit 5: Teach Words with Suffixes, T198-T199, T205</p>

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<ul style="list-style-type: none"> • Decoding words with common Latin suffixes 	<p>Unit 4: Word Study and Activities: Latin Suffixes, T169, T173, T181, T202-T203, T208-T209, T281</p>
<ul style="list-style-type: none"> • Understanding multisyllabic words in context and out of context 	<p>Unit 1: Word Study: Syllable Pattern, T34, T52, T72–T73 Vowel Digraphs, T284–T285, T353</p> <p>Unit 4: Lessons 1-5: Teach r-Controlled Vowels, T66-T67</p> <p>Unit 5: Teach Vowel Patterns, T68-T69, T132-T133 Teach Schwa Vowel Sound, T272-T273 Teach Final Stable Syllables, T340-T341</p>
<ul style="list-style-type: none"> • Reading grade-appropriate irregularly-spelled words 	<p>Unit 1: Syllable Patterns, T72</p> <p>Unit 2: Related Words, T62 Lessons 2-5: Irregular Plural Nouns, T140-T141</p> <p>Unit 3: Lessons 2-5: Irregular Verbs, T280-T281 Lessons: Irregular Plural Nouns, T336-T337, T342-T343</p> <p>Unit 4: Lessons 1-5: Teach r-Controlled Vowels, T66-T67</p>

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<p>• Self-correcting using word recognition skills and context to confirm understanding</p>	<p>Unit 1: Close Read: Vocabulary in Context, T109, T327, T182, T256, T327 Academic Vocabulary: Context Clues, T179, T181, T186</p> <p>Unit 2: Academic Vocabulary: Context Clues, T169, T175, T196, T197 Develop Vocabulary, T316–T317 Strategy Group: Develop Vocabulary, T318</p> <p>Unit 3: Academic Vocabulary: Context Clues, T177 Close Read: Vocabulary in Context, T110, T185, T186, T244, T315 Context Clues, T204–T205</p> <p>Unit 4: Close Read: Vocabulary In Context, T34, T44, T105, T110, T170, T177, T315, T318 Context Clues, T175, T177, T178 Context Clues, T200</p> <p>Unit 5: Context Clues, T168, T170, T171, T196–T197 Close Read: Vocabulary in Context, T40, T107, T111, T172, T238, T245, T248, T318</p>
<p>4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.</p>	<p>Unit 1: Fluency (Accuracy), T56, T60, T64, T124, T128, T132, T192, T196, T200, T268, T272, T276, T336, T340, T344</p> <p>Unit 2: Fluency (Accuracy), T48, T52, T56, T116, T120, T124, T182, T186, T190, T250, T254, T258, T318, T322, T326</p> <p>Unit 3: Fluency (Accuracy), T56, T60, T64, T122, T126, T130, T190, T194, T198, T256, T260, T264, T300, T320, T324, T328</p> <p>Unit 4: Fluency (Accuracy), T50, T54, T58, T116, T120, T124, T186, T190, T194, T258, T262, T266, T326, T330, T334</p> <p>Unit 5: Fluency (Accuracy), T52, T56, T116, T120, T124, T182, T190, T256, T260, T264, T324, T328, T332</p>

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<p>4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>	<p>Unit 1: First-read Strategies (Respond), T30, T35, T39, T43, T46, T50, T106, T119, T120, T174, T179, T183, T186, T189, T242, T247, T252, T254, T258, T260, T263, T318, T323, T324, T328, T330, T333</p> <p>Unit 2: First-read Strategies (Respond), T30, T33, T40, T43, T45, T98, T101, T109, T166, T173, T177, T179, T232, T238, T239, T245, T247, T300, T305, T307, T308, T310, T315</p> <p>Unit 3: First-read Strategies (Respond), T30, T41, T42, T46, T51, T52, T106, T113, T117, T172, T180, T184, T240, T245, T306, T311, T313</p> <p>Unit 4: First-read Strategies (Respond), T30, T35, T39, T43, T46, T100, T105, T113, T166, T171, T173, T177, T236, T241, T243, T247, T255, T308, T313, T317, T319, T320</p> <p>Unit 5: First-read Strategies (Respond), T30, T36, T49, T102, T105, T110, T166, T171, T172, T176, T232, T240, T247, T253, T306, T311, T314, T318</p>

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ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade three are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Nouns (abstract, regular, and irregular) 	<p>Unit 2: Singular and Plural Nouns, T72-T73, T140 Irregular Plural Nouns, T140-T141, T206</p> <p>Unit 3: Possible Teaching Point: Word Study: Irregular Plural Nouns, T312, T315 Irregular Plurals, T336-T337, T342-T343</p> <p>Unit 4: Lesson 4: Irregular Plurals, T73</p> <p>Unit 5: Edit for Nouns (Abstract Nouns), T288</p>
<ul style="list-style-type: none"> • Possessive pronouns 	<p>Unit 3: Edit for Subjective, Objective, and Possessive Pronouns, T290</p> <p>Unit 4: Possessive Pronouns, T74-T75, T140</p>
<ul style="list-style-type: none"> • Regular and irregular verbs, and the simple verb tenses 	<p>Unit 1: Edit for Verbs, T367</p> <p>Unit 2: Language & Conventions: Main Verbs and Helping Verbs, T342-T343</p> <p>Unit 3: Lesson 1: Main Verbs and Helping Verbs, T80-T81 Simple Verb Tenses, Past, Present, Future, T174, T214-T215, T280-T281 Language & Conventions: Irregular Verbs, T280-T281, T344</p>

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<ul style="list-style-type: none"> • Comparative and superlative adjectives and adverbs 	<p>Unit 1: Comparative and Superlative Adjectives, T299 Adverbs, T301</p> <p>Unit 4: Lessons 2-5: Language & Conventions: Comparing with Adjectives, T282-T283</p> <p>Unit 5: Language & Convention: Comparing with Adjectives, T76-T77, T140 Language & Convention: Comparing with Adverbs, T140-T141, T206 Edit for Comparative and Superlative Adjectives, T289</p>
<ul style="list-style-type: none"> • Coordinating and subordinating conjunctions in writing compound and complex sentences 	<p>Unit 1: Conjunctions, T216 Coordinating Conjunctions, T298</p> <p>Unit 2: Coordinating Conjunctions, T284</p> <p>Unit 5: Lesson 1: Complex Sentences, T280</p>
<ul style="list-style-type: none"> • Commas (such as in addresses and with quotations in dialogue) 	<p>Unit 1: Develop Dialogue, T224</p> <p>Unit 3: Compose Dialogue, T223</p> <p>Unit 5: Language and Conventions: Edit for Commas, T348-T349</p>
<ul style="list-style-type: none"> • Correct spelling and capitalization, applying knowledge of spelling patterns and generalizations in writing words 	<p>Unit 1: Lessons 1-5: Spelling Words with Syllable Pattern VC/CV, T78-T79</p> <p>Unit 2: Minilesson: Edit for Singular, Plural, Common, and Proper Nouns, T282 Lessons 1-3, 5: Spelling, Spell Syllable Patterns VC/V and V/CV, T70-T71 Spell Words with Syllable Patterns VCe, T272-T273</p> <p>Unit 3: Minilesson: Edit for Capitalization, T286</p>

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(Continued)	(Continued) Unit 4: Minilesson: Edit for Capitalization, T290 Edit for Spelling, T357 Spelling: Spell Words with the VCCCV Pattern, T138-T139 Unit 5: Spelling: Vowel Patterns with ei and eigh, T138-T139
Knowledge of Language	
5b. The materials support instruction on:	
<ul style="list-style-type: none"> • Choosing words and phrases for effect 	Unit 1: Develop Vocabulary, T54-T55, T122-T123, T190-T191, T266-T267 Use Academic Words, T377 Unit 2: Develop Vocabulary, T46-T47, T180, T316-T317 Apply: Writing Workshop, T271 Unit 3: Read Like a Writer: Author's Craft, T46 Develop Vocabulary, T54-T55, T188-T189, T254-T255 Use Academic Words, T361 Unit 4: Develop Vocabulary, T48-T49, T184-T185, T256-T257 Use Tone and Voice, T206 Use Academic Words, T367 Unit 5: Develop Vocabulary, T50-T51, T114-T115 Use Voice, T276-T277 Teacher Led Options, Strategy Group, T324-T325 Use Academic Words, T365
<ul style="list-style-type: none"> • Recognizing differences between the conventions of spoken and written English 	Unit 4: Close Read: Monitor Comprehension, T311 Close Read: Identify Play Elements, T314

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<p>Vocabulary Acquisition and Use</p>	
<p>5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including:</p>	
<ul style="list-style-type: none"> • Using sentence-level context clues to unlock the meaning of words 	<p>Unit 1: Close Read: Vocabulary in Context, T109, T327, T182, T256, T327 Academic Vocabulary: Context Clues, T179, T181, T186</p> <p>Unit 2: Academic Vocabulary: Context Clues, T169, T175, T196, T197 Develop Vocabulary, T316–T317 Strategy Group: Develop Vocabulary, T318</p> <p>Unit 3: Academic Vocabulary, Context Clues, T177 Close Read: Vocabulary in Context, T110, T185, T186, T244, T315 Context Clues, T204–T205</p> <p>Unit 4: Close Read: Vocabulary in Context, T34, T44, T105, T110, T170, T177, T315, T318 Context Clues, T175, T177, T178 Context Clues, T200</p> <p>Unit 5: Context Clues, T168, T170, T171, T196–T197 Close Read: Vocabulary in Context, T40, T107, T111, T172, T238, T245, T248, T318</p>

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<p>• Using affixes and roots as clues to the meaning of words</p>	<p>Unit 1: Related Words, T42, T45, T51, T70-T71 Inflected Endings, T140 Base Words and Endings, T208</p> <p>Unit 2: Possible Teaching Point: Academic Vocabulary, Related Words, T33, T35, T62-T63</p> <p>Unit 3: Related Words, T40, T49, T70-T71 Teach Prefixes, T72-T73, T78-T79, T139, T145 Word Study: Suffixes, T182, T184, T206-T207, T212-T213, T279</p> <p>Unit 4: Related Words, T36, T46, T64-T65 Word Study and Activities: Latin Suffixes, T169, T173, T181, T202-T203, T208-T209, T281</p> <p>Unit 5: Related Words, T35, T39, T66-T67 Teach Words with Suffixes, T198-T199, T204- T205</p>
<p>• Consulting glossaries or beginning dictionaries to determine the meaning of words</p>	<p>Unit 1: How to Use a Glossary, T406-T407 Academic Vocabulary (examples), T138-T139, T206-T207</p> <p>Unit 2: Dictionary-Definitions, T148 How to Use a Glossary, T388-T389 Academic Vocabulary (examples), T62-T63, T130-T131</p> <p>Unit 3: Peer Review: Collaborate, T372 How to Use a Glossary, T390-T391 Academic Vocabulary (examples), T70-T71, T270-T271</p> <p>Unit 4: Edit for Spelling, T357 How to Use a Glossary, T396-T397 Academic Vocabulary (examples), T65, T130- T131</p> <p>Unit 5: Peer Review, T376 How to Use a Glossary, T394-T395 Academic Vocabulary (examples), T66-T67, T130-T131</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.</p>	<p>Unit 1: Synonyms and Antonyms, T116, T138–T139 Use Academic Words, T377</p> <p>Unit 2: Synonyms and Antonyms, T103, T130–T131 Use Academic Words, T359 Develop Vocabulary, T248, T250</p> <p>Unit 3: Synonyms and Antonyms, T110, T113, T136–T137 Use Academic Words, T361 Develop Vocabulary, T120, T122, T123</p> <p>Unit 4: Synonyms and Antonyms, T105, T107, T111, T130–T131, T200 Teach Homographs, T274–T275, T280–T281 Teach Homophones, T342–T343, T342–T343, T348–T349 Use Academic Words, T367</p> <p>Unit 5: Lesson 4: Homophones, T75 Synonyms and Antonyms, T104, T105, T130–T131 Use Academic Words, T365</p>

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<p>ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If grade three students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework that guides student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Come to a discussion prepared 	<p>Unit 1: Reflect and Share: Talk About It, T66–T67, T134–T135, T202–T203, T278–T279, T346–T347 Collaborate and Discuss, T382–T383, T388–T389</p> <p>Unit 2: Reflect and Share: Talk About It, T58–T59, T126–T127, T192–T193, T260–T261, T328–T329 Collaborate and Discuss, T364–T365, T388–T389</p> <p>Unit 3: Reflect and Share: Talk About It, T66–T67, T132–T133, T200–T201, T266–T267, T330–T331 Collaborate and Discuss, T366–T367, T372–T373</p> <p>Unit 4: Reflect and Share: Talk About It, T60–T61, T126–T127, T196–T197, T268–T269, T336–T337 Collaborate and Discuss, T372–T373, T378–T379</p> <p>Unit 5: Reflect and Share: Talk About It, T62–T63, T126–T127, T192–T193, T266–T267, T334–T335 Collaborate and Discuss, T370–T371, T376–T377</p> <p>Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p>

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<p>• Follow agreed upon rules/roles</p>	<p>Unit 1: Listening Comprehension, T22–T23, T98–T99, T166–T167, T234–T235, T310–T311 Reflect and Share: Talk About It, T66–T67, T134– T135, T202–T203, T278–T279, T346–T347</p> <p>Unit 2: Listening Comprehension, T22–T23, T90–T91, T158–T159, T224–T225, T292–T293 Reflect and Share: Talk About It, T58–T59, T126– T127, T192–T193, T260–T261, T328–T329</p> <p>Unit 3: Listening Comprehension, T22–T23, T98–T99, T164–T165, T232–T233, T298–T299 Reflect and Share: Talk About It, T66–T67, T132– T133, T200–T201, T266–T267, T330–T331</p> <p>Unit 4: Listening Comprehension, T22–T23, T92–T93, T158–T159, T228–T229, T300–T301 Reflect and Share: Talk About It, T60–T61, T126– T127, T196–T197, T268–T269, T336–T337</p> <p>Unit 5: Listening Comprehension, T22–T23, T94–T95, T158–T159, T224–T225, T298–T299 Reflect and Share: Talk About It, T62–T63, T126– T127, T192–T193, T266–T267, T334–T335</p> <p>Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p>

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<p>• Pose and respond to specific questions to clarify or follow up on information</p>	<p>Unit 1: Ask and Answer Questions, T110, T130, T132 Generate Questions, T110, T114, T118, T120, T245, T249, T253, T257, T261, T265 Turn, Talk, and Share, T25, T101, T169, T313, T374</p> <p>Unit 2: First Read: Generate Questions, T35, T37, T106, T111, T235, T303, T312, T314 Turn, Talk, and Share, T25, T88, T93, T227, T295, T356</p> <p>Unit 3: First Read: Generate Questions, T33, T35, T36, T39, T40, T44, T45, T48, T53, T109, T118, T175, T242, T246, T251, T310 Turn, Talk, and Share, T25, T101, T235, T301, T358</p> <p>Unit 4: First Read: Generate Questions, T33, T37, T44, T103, T108, T240, T244 Ask and Answer Questions, T163, T168, T173, T178, T182, T192–T193 Turn, Talk, and Share, T20, T25, T95, T161, T231, T303, T364</p> <p>Unit 5: First Read: Generate Questions, T43, T107, T109, T113, T169, T175, T177, T235, T237, T244 Turn, Talk, and Share, T25, T92, T97, T161, T222, T227, T301, T362</p>

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<ul style="list-style-type: none"> • Review key ideas and explain their own ideas 	<p>Unit 1: Listening Comprehension, T22–T23, T98–T99, T166–T167, T234–T235, T310–T311 Reflect and Share: Talk About It, T66–T67, T346– T347 Respond and Analyze: My View, T54, T122, T334</p> <p>Unit 2: Listening Comprehension, T22–T23, T90–T91, T158–T159, T224–T225, T292–T293 Reflect and Share: Talk About It, T58–T59, T328– T329 Respond and Analyze: My View, T114, T180, T248</p> <p>Unit 3: Listening Comprehension, T22–T23, T98–T99, T164–T165, T232–T233, T298–T299 Reflect and Share: Talk About It, T66–T67, T330– T331 Respond and Analyze: My View, T120, T254, T318</p> <p>Unit 4: Listening Comprehension, T22–T23, T92–T93, T158–T159, T228–T229, T300–T301 Reflect and Share: Talk About It, T60–T61, T336– T337 Respond and Analyze: My View, T48, T114, T256</p> <p>Unit 5: Listening Comprehension, T22–T23, T94–T95, T158–T159, T224–T225, T298–T299 Reflect and Share: Talk About It, T62–T63, T334– T335 Respond and Analyze: My View, T114, T254, T322</p>

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<p>• Differentiate between contexts for formal English and situations where informal discourse is appropriate</p>	<p>Unit 1: Turn, Talk, and Share, T25, T101, T169, T313, T374 Reflect and Share: Talk About It, T66–T67, T346–T347 Publish and Celebrate, T362–T371</p> <p>Unit 2: Turn, Talk, and Share, T25, T88, T93, T227, T295, T356 Reflect and Share: Talk About It, T58–T59, T328–T329 Publish and Celebrate, T344–T353</p> <p>Unit 3: Turn, Talk, and Share, T25, T101, T235, T301, T358 Reflect and Share: Talk About It, T66–T67, T200–T201, T330–T331 Publish and Celebrate, T346–T355</p> <p>Unit 4: Turn, Talk, and Share, T20, T25, T95, T161, T231, T303, T364 Reflect and Share: Talk About It, T60–T61, T336–T337 Publish and Celebrate, T352–T361</p> <p>Unit 5: Turn, Talk, and Share, T25, T92, T97, T161, T222, T227, T301, T362 Reflect and Share: Talk About It, T62–T63, T334–T335 Publish and Celebrate, T350–T359</p>

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<p>• Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases</p>	<p>Unit 1: Preview Vocabulary, T242-T243 Develop Vocabulary, T122-T123, T334-T335 Academic Vocabulary, T66, T274, T278, T338, T342 Use Academic Words: Collaborate, T377</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T101 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Figurative Language, T243, T246 Develop Vocabulary, T114-T115, T316-T317 Academic Vocabulary, T50, T54, T260, T320, T324 Use Academic Words: Collaborate, T359</p> <p>Unit 3: Develop Vocabulary, T54-T55, T318-T319 Academic Vocabulary, T58, T62, T66, T124, T128, T258, T262, T266, T322, T326, T330 Use Academic Words: Collaborate, T361</p> <p>Unit 4: Develop Vocabulary, T48-T49, T324-T325 Academic Vocabulary, T52, T118, T122, T332, T336 Use Academic Words: Collaborate, T367</p> <p>Unit 5: Academic Vocabulary: Related Words, T35 Use Academic Words, T365 Develop Vocabulary, T50-T51, T322-T323 Academic Vocabulary, T54, T266, T326, T330, T334</p>

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<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to report on a topic using evidence to present findings from their research 	<p>Unit 1: Conduct Research: Field Research, T380–T381 Celebrate and Reflect, T390–T391</p> <p>Unit 2: Extend Research: Include Visuals/Media, T368–T369 Celebrate and Reflect, T372–T373</p> <p>Unit 3: Extend Research: Incorporate Media, T370–T371 Celebrate and Reflect, T374–T375</p> <p>Unit 4: Extend Research: Include Images, T376–T377 Celebrate and Reflect, T380–T381</p> <p>Unit 5: Extend Research: Present a Slide Show, T374–T375 Celebrate and Reflect, T378–T379</p>
<ul style="list-style-type: none"> • How to tell a story or recount an experience 	<p>Unit 1: Reflect and Share: Talk About It, T66–T67, T346–T347</p> <p>Unit 2: Reflect and Share: Talk About It, T58–T59, T328–T329</p> <p>Unit 3: Reflect and Share: Talk About It, T66–T67, T200–T201, T330–T331</p> <p>Unit 4: Reflect and Share: Talk About It, T60–T61, T336–T337</p> <p>Unit 5: Reflect and Share: Talk About It, T62–T63, T334–T335</p>

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<p>• How to use appropriate facts and relevant details to support ideas</p>	<p>Unit 1: Conduct Research: Field Research, T380–T381 Refine Research: Identify Primary and Secondary Sources, T384–T385</p> <p>Unit 2: Conduct Research: Library Databases, T362–T363 Refine Research: Citing Sources, T366–T367 Extend Research: Include Visuals/Media, T368–T369</p> <p>Unit 3: Explore the Primary Source, T20–T21 Conduct Research: Search Engines, T364–T365 Refine Research: Paraphrasing and Quoting, T368–T369 Extend Research: Incorporate Media, T370–T371</p> <p>Unit 4: Explore the Primary Sources, T20–T21, T90–T91 Conduct Research: Library of Congress, T370–T371 Refine Research: Identifying Sources, T374–T375 Extend Research: Include Images, T376–T377</p> <p>Unit 5: Explore the Primary Sources, T222–T223 Conduct Research: Bookmarking, T368–T369 Refine Research: Works Cited Page, T372–T373</p>
<p>• How to speak in complete sentences when appropriate to the task and situation</p>	<p>Unit 1: Fluency, T56, T60, T64, T124, T128, T132, T192, T196, T200, T268, T272, T276, T336, T340, T344</p> <p>Unit 2: Fluency, T48, T52, T56, T116, T120, T124, T182, T186, T190, T250, T254, T258, T318, T322, T326</p> <p>Unit 3: Fluency, T56, T60, T64, T122, T126, T130, T190, T194, T198, T256, T260, T264, T320, T324, T328</p> <p>Unit 4: Fluency, T50, T54, T58, T116, T120, T124, T186, T190, T194, T258, T262, T266, T326, T330, T334</p> <p>Unit 5: Fluency, T52, T56, T60, T116, T120, T124, T182, T186, T190, T256, T260, T264, T324, T328, T332</p>

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ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of all grade three students, the materials must include supports for students to comprehend texts at the grades three through five complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
<ul style="list-style-type: none"> • Academic language 	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Unit 2: Academic Vocabulary, T264–T265; Selection Vocabulary, T162, T228; Vocabulary Skills/Strategies: Context Clues, T196–T197</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>The Teacher's Edition includes many opportunities of linguistic frames and sentence frames to spark discussion and comprehension. These activities can help students at all levels achieve understanding and success.</p> <p>Examples of Sentence Frames: Unit 1: T31, T122, T346 Unit 2: T126, T252 Unit 3: T132, T192 Unit 4: T56</p>

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<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language & Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p>Unit 4: Possessive Pronouns, T74–T75</p> <p>Unit 5: Language & Conventions: Complex Sentences, T206–T207; Pronoun-Antecedent Agreement, T280–T281</p>
<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as Environments, Interactions, Heroes, Events, and Solutions. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see: Unit 2: Leveled Readers Library, T10–T11</p>

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<ul style="list-style-type: none"> • Illustrations 	<p>Examples of Illustrations:</p> <p>Unit 1: Illustrations (First Read), T37, T38, Graphic Features, T111</p> <p>Unit 2: Analyze Illustrations, T169, T170, T172, T177, T178, T184–T185</p> <p>Unit 4: Illustrations (First Read), T112, T242,</p> <p>Unit 5: Illustrations (First Read), T234, T245, T309</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>Examples of Graphs and Charts:</p> <p>Unit 1: Use Graphic Features, T288–T289 Charts, T25, T55, T59, T71, T275; U3: T59, T63, T101, T129, T193</p> <p>Unit 3: Include Visuals/ Media, T368–T369</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>Examples of Maps and Photographs:</p> <p>Unit 1: Maps: Explore the Map, T20–T21, Photographs: Use Text Evidence (Photographs), T245, T250, T261; Graphic Features (Photographs), T249, T260; First Read (Photographs), T256</p> <p>Unit 5: Explore the Map, T92–T93</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections. Close Reading questions in the Student Edition and Teacher’s Edition offer clues to meaning and vocabulary assistance.</p> <p>For examples see:</p> <p>Unit 1: Close Read, T259, T322, T323, T324</p> <p>Unit 2: First Read, U2: T42, T43, T44, T45</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The all-in-one Teacher’s Edition has everything need for planning and instruction. Grade 3 includes 5 Teacher Edition volumes that include explicit instructional directions that are clearly goals and objectives. Clear Learning Goals and Objectives are included throughout the volumes. Instructional directions include Close Read activities; First Read activities; Comprehension, Writing, Word Study activities; and before and after reading response activities.</p> <p>For examples see: Unit 3: Learning Goal, T166; Objectives, T172, T175, T176, T172, T175, T177, T188</p>
<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students’ comprehension skills strengthen 	<p>Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Text-dependent tasks, strategies, and questions during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deeper comprehension of the knowledge and central ideas of the text. The Skills Overview for each unit includes a list of skills for the Reading Workshop, Writing Workshop, and the Reading-Writing Workshop Bridge.</p> <p>Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Unit 1: Skills Overview, T6-T7, Unit 2: Fluency: Accuracy, T120, T254, T318 Unit 3: Skills Overview, T6-T7 U4: Fluency: Accuracy, T116, T120, T194, T258, T330</p>

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<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myView Literacy</i> fulfilling the common core standards see <i>Alignment Criterion II–VI</i> of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myView Literacy</i> ©2020 creates opportunities for student success with the Reading Workshop. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>For examples see: Unit 3: Introduce the Text, T30–T3; First Read Teacher’s Edition Side Notes, T34, T36, T50; Close Read Teacher’s Edition Side Notes, T32, T35, T50; Respond and Analyze, T54–T55; Reading Workshop: Close Read, T58–T59, T62–T63; Reflect and Share, T66–T67</p> <p style="text-align: right;">s</p>

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<p>• Clear guidance for documenting student progress toward meeting grade-level standards</p>	<p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Assess Understanding; Observational Assessments; Conferencing Checklists; and Rubrics.</p> <p>Progress Check-Ups allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, Word Study, and Writing activities.</p> <p>For examples see: Unit 1: Word Study, T72-T73 Quick Checks, T190; Rubrics, T373 Unit 2: Assess Understanding, T133, T139; Word Study, T266-T267 Unit 3: Assess Understanding, T273, Comprehension, T192-T193, T196- Unit 5: Quick Checks, T189</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>In addition, the <i>Data-Driven Assessment Guide</i> provides easy to use guidance, strategies, and tools for all types of literacy assessment.</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myView Literacy</i> ©2020 is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>myView is on the award-winning Pearson Realize™</p> <p>For examples see: Realize™ digital platform, where you can share content and rosters seamlessly with Google Classroom™.</p> <p>Unit 2: Leveled Readers Library, T10–T11</p>

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<p>7e. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myView Literacy</i> ©2020 includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • Baseline Tests determine each students' starting profile to guide and form instruction. • Unit Tests monitor Student progress on skill sand standards taught in a unit. • Middle-of-Year Test monitor student progress on skills and standards taught in Units 1-3. • End-of-Year Test monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>Assessment Overview, xviii–xix, all volumes</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> where the students apply their understanding of the Unit Theme and Essential Question to a collaborative weekly project. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic product supporting social-emotional development in learners.</p> <p>For examples see:</p> <p>Unit 2: Project-Based Inquiry: Create a Scrapbook on the Relationship Between a Plant and an Animal, T358–T373</p> <p>Unit 4: Project-Based Inquiry: Create Informational Poster About How a City or Town Has Changed, T366–T381</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myView Literacy</i> ©2020 offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club.</p> <p>The Leveled Readers for each unit include a range of reading levels and interests. There is a rich variety of genres, including informational text, realistic fiction, animal fantasy, and more. Matching Texts to Learning pages each week include suggested texts and instruction aligned to the week's instruction and genre.</p> <p>For examples see:</p> <p>Unit 1: Small Group, T26–T29, T56–T57, T60–T61 Leveled Readers, T10–T11, T26–T27</p> <p>Unit 2: Book Club, T195, T231, T374–T387</p> <p>Unit 3: Reading Workshop: Whole Group, T24–T25, T30–T55, T58–T59, T62–T63</p>

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<p>• Reading selections and questions that progress in a logical sequence for gradual release²</p>	<p>Every lesson, every day, regardless of content, includes assessment of students' progress and needs.</p> <p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and opportunities to monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferencing Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • Baseline Tests determine each students' starting profile to guide and form instruction. • Unit Tests monitor Student progress on skill sand standards taught in a unit. • Middle-of-Year Test monitor student progress on skills and standards taught in Units 1-3 • End-of-Year Test monitor student progress on skills and standards taught through the course of the year. <p>For examples see:</p> <p>Unit 1: Assess Prior Knowledge, T78 Unit 2: Quick Check, T93, T115, T119, T127 Unit 3: Assess Understanding, T177 Unit 4: Assess Understanding, T273 Unit 5: Assess Prior Knowledge T204</p>

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<ul style="list-style-type: none"> • Enrichment tasks for students who are on target for meeting grade-level expectations 	<p><i>myView Literacy</i> provides multiple pathways for students who are meeting grade-level expectations to personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> • The Teacher’s Edition includes Advanced and Advanced High activities where teachers can challenge students reading and writing above grade level. • Independent Reading and Independent Writing options provide advanced students opportunities to excel. • A Project-Based Inquiry completes each unit where students consider what they’ve learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • Book Club gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • Leveled Readers: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see: Unit 1: Advanced, T172 Unit 2: Independent Reading, T251 Leveled Readers, T162–T163 Unit 4: Advanced High, T287 Book Club, T382–T395</p>

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<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher’s Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners’ language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week’s instruction. These products include: Small Group Guide, Leveled Reader Teacher’s Guide, <i>myFocus</i> Intervention Teacher’s Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see:</p> <p>Unit 1: Small Group Instruction, T102–T103 Unit 2: ELL Targeted Support, T190; Small Group Instruction, T56–T57 Unit 3: ELL Targeted Support, T190 Unit 4: Intervention Activity, T120 Unit 5: Intervention Activity, 268</p>

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