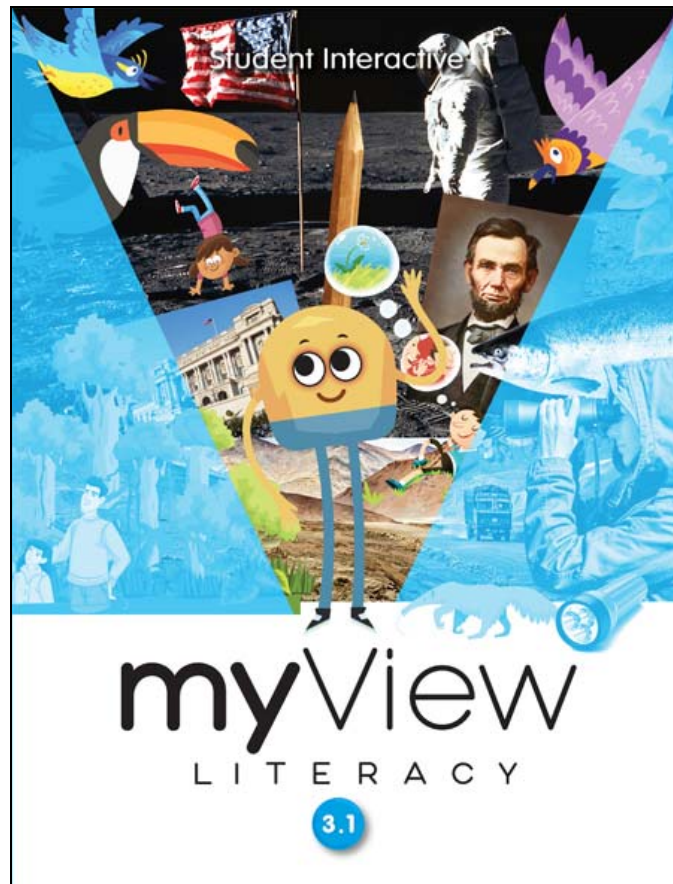


## A Correlation of



**Grade 3, ©2020**

To the

**Ohio Learning Standards  
for Social Studies  
Grade 3**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 3, ©2020 to Ohio’s Learning Standards for Social Studies, Grade 3**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Ohio’s Learning Standards for Social Studies**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

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

### **Inspire Confidence and Collaboration**

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

### **Focus on Balance and Flexibility**

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

### **Nurture Every Learner**

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

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<b>H History</b>	
<b>H.HT Historical Thinking and Skills</b>	
<p>H.HT.1 Events in local history can be shown on timelines organized by years, decades and centuries.</p>	<p><b>Unit 3:</b> Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Time Line, Changing the World, T226-T227 Minilessons: Analyze Text Structure, T276-T277 ELL Targeted Support, T276 Think Aloud: Analyze Biography (20<sup>th</sup> century), T92 Cross-Curricular Perspectives: Social Studies, Year/Decade/Century, T320</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21</p>
<p>H.HT.2 Primary and secondary sources can be used to show change over time.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore with Media, The World Around Us, T308-T309</p>

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	<p>Inquire/Introduce the Project, T376            Critical Literacy: Build Background, T376            Conduct Research: Field Research, T380            Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p><b>Unit 3:</b>            Interact with Sources: Explore the Primary Source, Steps on the Moon, T20-T21            Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231</p> <p><b>Unit 4:</b>            Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21            Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91            Interact with Sources: Explore the Time Line, Changing the World, T226-T227            (Continued)</p> <p><b>Unit 5:</b>            Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21  <i>Earthquakes, Eruptions, ad Other Events that Change Earth</i>, T102-T113  <i>Deep Down and Other Extreme Places to Live</i>, T30-T49            Interact with Sources: Primary Sources, The Dust Bowl, T222-T223</p>
<b>H.H Heritage</b>	
H.H.3 Local communities change over time.	<p><b>Unit 3:</b>            Matching Texts to Learning: <i>Inspiring Kids</i>, T26            Cross-Curricular Perspectives: Social Studies,</p>

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	<p>Right to Vote, T114            Interact with Sources: Explore the Infographic, American Heroes, T162-T163            Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231            Matching Texts to Learning: <i>Community Heroes</i>, T236            Cross-Curricular Perspectives: Social Studies, Kenya, T242  <b>Unit 4:</b>            Video: “Changing Communities,” T12            Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26            Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27            Matching Texts to Learning: <i>Coming Together</i>, T27  <i>The House That Jane Built</i>, T30-T47            Cross-Curricular Perspectives: Social Studies, Toynee Hall/ Samuel Barnett, T37            Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96            from <i>Frederick Douglass</i>, T100-T113            Interact with Sources: Explore the Infographic, Think Big, T156-T157            Listening Comprehension: Biography, George Washington Carver, T158-T59            Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91  <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183  <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>
<b>G Geography</b>	
<b>G.ST Spatial Thinking and Skills</b>	
G.ST.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	<b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259

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	ELL Targeted Support, T259 Minilesson: Analyze Text Features, T270-T271 <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Map, T317
<b>G.PR Places and Regions</b>	
G.PR.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.	<b>Unit 1:</b> Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 <b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Kenya, Agriculture, T242 Cross-Curricular Perspectives: Social Studies, Kenya, Agriculture, T248 <b>Unit 4:</b> Video: "Changing Communities," T12 <i>Milton Hershey: Chocolate King, Town Builder,</i> T166-T183 <i>Green City: How One Community Survived a</i> <i>Tornado and Rebuilt for a Sustainable Future,</i> T236-T255 <b>Unit 5:</b> Cross-Curricular Perspectives: Social Studies, Vermont Farms, T240
<b>G.HS Human Systems</b>	
G.HS.6 Evidence of positive and negative human modification of the environment can be observed in the local community.	<b>Unit 1:</b> Cross-Curricular Perspectives: Science, Human Encroachment, T37 Cross-Curricular Perspectives: Social Studies, Endangered Tigers, T41 Matching Texts to Learning: <i>Pollution,</i> T102 <i>Living in Deserts,</i> T242-T265 Cross-Curricular Perspectives: Social Studies, Actions of People, T261

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	<p><b>Unit 2:</b> <i>Nature’s Patchwork Quilt</i>, T312-T313</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255 Use Academic Words: Collaborate, Student Interactive, Past and Present, Activity, T367</p>
<p>G.HS.7 Systems of transportation and communication move people, products and ideas from place to place.</p>	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, How Do People Survive in an Environment? (transportation), T232-T233 Close Read: Analyze Text Features (transportation), T257</p> <p><b>Unit 4:</b> Video: “Changing Communities,” T12 Cross-Curricular Perspectives: Social Studies, Educating Enslaved People, T104 Cross-Curricular Perspectives: Social Studies, Transportation, T182 Cross-Curricular Perspectives: Social Studies, Communication, T239</p>
<p>G.HS.8 Communities may include diverse cultural groups.</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Dialects (Diversity), T185 Matching Texts to Learning: Blue Zones, T239 Interact with Sources: Explore the Infographic, How Do People Survive in an Environment? (farming), T232-T233 Matching Texts to Learning: The Land and the Town, T315</p> <p><b>Unit 3:</b> Interact with Sources: Explore the Infographic,</p>



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	<p>American Heroes, T162-T163            Poem: "Firefighter Face," T308-T309            Cross-Curricular Perspectives: Social Studies, Firefighters, T308            Compare Across Texts: Heroes, T358-T359  <b>Unit 4:</b>            Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23            Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170</p>
<b>GOV Government</b>	
<b>GOV.CP Civic Participation and Skills</b>	
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<p>GOV.CP.10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p>	<p><b>SE/TE:</b>  <b>Unit 2:</b>            Intervention Activity: Synthesize Information, Community Garden, T190            Minilesson: Write for a Reader, Use Author’s</p>

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<b>GOV.RL Rules and Laws</b>	
<p>GOV.RL.11 Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p>	<p><b>Unit 1:</b>            Cross-Curricular Perspectives: Social Studies, Cuban Crocodile (endangered), T184            Student Interactive: Check for Understanding, My Turn, Question 4, T267  <b>Unit 3:</b>  <i>Granddaddy’s Turn: A Journey to the Ballot Box</i>, T106-T119            Curricular Perspectives: Social Studies, <i>Granddaddy’s Turn</i> (State Laws), T114  <b>Unit 4:</b>            Cross-Curricular Perspectives: Social Studies, Toynbee Hall, T37  <b>Unit 5:</b>            Interact with Sources: Explore the Time Line, ELL Targeted Support, Beginning, Student</p>

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<b>GOV.RS Roles and Systems of Government</b>	
GOV.RS.12 Governments have authority to make and enforce laws.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Cuban Crocodile (endangered), T184 Student Interactive: Check for Understanding, My Turn, Question 4, T267</p> <p><b>Unit 3:</b> <i>Granddaddy’s Turn: A Journey to the Ballot Box</i>, T106-T119 Curricular Perspectives: Social Studies, <i>Granddaddy’s Turn</i> (State Laws), T114</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Toynbee Hall, T37</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Time Line, ELL Targeted Support, Beginning, Student Interactive, 1901-1909, Laws, T20-T21</p>
GOV.RS.13 The structure of local governments may differ from one community to another.	<p>For supporting content please see:</p> <p><b>Unit 4:</b> <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Time Line, T20-T21</p>
<b>E Economics</b>	
<b>E.DM Economic Decision Making and Skills</b>	
E.DM.14 Line graphs are used to show changes in data over time.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Minilesson: Informational Text, Focus on Strategies, T236 Write for a Reader: Minilesson, Use Graphic Features, T288</p> <p><b>Unit 2:</b> Student Interactive: Spotlight on Genre, Informational Text, T295 Extend Research: Include Visuals/Media, Model and Practice, Collaborate, T368</p> <p><b>Unit 5:</b></p>

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	Minilesson: Analyze Text Features, Focus on Strategies, ELL Access, T54
<b>E.S Scarcity</b>	
E.S.15 Both positive and negative incentives affect individuals’ choices and behaviors.	For supporting content please see: <b>Unit 1:</b> Matching Texts to Learning: <i>In Short Supply</i> , T103 Cross-Curricular Perspectives: Social Studies, Coral Necklaces, T115 Cross-Curricular Perspectives: Social Studies, Scarcity, T119
E.S.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.	<b>Unit 1:</b> Matching Texts to Learning: <i>In Short Supply</i> , T103 Cross-Curricular Perspectives: Social Studies, Coral Necklaces, T115 Cross-Curricular Perspectives: Social Studies, Scarcity, T119
<b>E.PC Production and Consumption</b>	
E.PC.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	<b>Unit 2:</b> Listening Comprehension: Realistic Fiction, “Producer and Consumer,” T158-T159 Minilesson: Realistic Fiction, Model and Practice, Fluency, “Producer and Consumer, T160 <b>Unit 4:</b> Introduce the Unit: Academic Vocabulary, Oral Vocabulary Routine, Consumer, T14 ELL Targeted Support: Use Supported Reading, Advanced, Consumer, T15 Student Interactive: Academic Vocabulary, Consumer, T15 Minilesson: Synonyms and Antonyms, T130-T131 ELL Targeted Support: Synonyms and

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	Antonyms, Consumer, T200 Student Interactive: Reading-Writing Bridge, Academic Vocabulary, Analogies, Consumer, T273
<b>E.M Markets</b>	
E.M.18 A market is where buyers and sellers exchange goods and services.	<b>Unit 5:</b> Minilesson: Writing Workshop, Compose with Rhythm and Rhyme, Student Interactive: My Turn, “The Farmer’s Market, T148
<b>E.FL Financial Literacy</b>	
E.FL.19 Making decisions involves weighing costs and benefits.	For supporting content please see: <b>Unit 4:</b> Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Milton Hershey: Chocolate King, Town Builder,</i> T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future,</i> T236-T255
E.FL.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	For supporting content please see: <b>Unit 4:</b> Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Milton Hershey: Chocolate King, Town Builder,</i> T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future,</i> T236-T255