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NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II –English Language Arts - Grade 3

Equity, Accessibility and Format –This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES –by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Grandma and the Great Gourd</i>, T32–T57; <i>The Golden Flower</i>, T296–T313 Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239; Explore the Infographic, T270–T271; Poems About Heroes, T284–T297 Unit 4: from <i>Frederick Douglass</i>, T96–T111 Unit 4: Images, T287, T288, T289, T291, T293, T297, T301</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. The program also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Grandma and the Great Gourd</i>, T32–T57; <i>The Golden Flower</i>, T296–T313 Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239; Explore the Infographic, T270–T271 Unit 4: <i>The House That Jane Built</i>, T32–T51; from <i>Frederick Douglass</i>, T96–T111; <i>Green City</i>, T220–T241; <i>Grace and Grandma</i>, T286–T303</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T470 Unit 2: Essential Question, T2, T7, T10, T452 Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239; Explore the Infographic, T270–T271 Unit 4: <i>The House That Jane Built</i>, T32–T51; from <i>Frederick Douglass</i>, T96–T111; <i>Green City</i>, T220–T241; <i>Grace and Grandma</i>, T286–T303 Unit 5: T2, T7, T10, T458</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>myView Literacy</i> does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T14, T84, T92, T146 Unit 4: Learning Goal, T78, T86, T146, T212</p>
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GENERAL EVALUATION CRITERIA

2021 -2027

Group II –English Language Arts Grade 3

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:							
College- and Career- Readiness Skills								
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>								
<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>							

<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Project-Based Inquiry, T469–T487; Unit 2: Project-Based Inquiry T451–T469; Unit 3: Project-Based Inquiry T453–T471; Unit 4: Project-Based Inquiry T459–T477; Unit 5: Project-Based Inquiry T457–T475</p>	<p>(Continued) 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>				
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion.</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher’s role in reader and task considerations.</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students’ own lives and future situations;</p>				

<p>(Continued) The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Essential Question, T2, T7, T10, T470; Unit 2: Text Complexity, R2–R7; Academic Vocabulary, T18, T142 Unit 4: Essential Question, T2, T7, T10, T460; Academic Vocabulary, T82, T142, T206 Unit 5: Weekly Questions, xvii, T18, T84, T1333, T142, T143, T203, T271</p>	<p>(Continued) 2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>				
<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: <i>Living in Deserts</i>, T226–T251; Unit 2: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i>, T216–T223; Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239; Unit 4: <i>The House That Jane Built</i>, T32–T77; <i>Green City</i>, T220–T241; Unit 5: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T80–T137; <i>A Safety Plan: In Case of Emergency</i>, T138–T197</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>				

<p>For each week, <i>myView Literacy</i> offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Interact with Sources, T18–T19; Launch Text: Listening Comprehension: The Boy’s Advice, T20–T21; Leveled Readers and Questions, T28–T29; Anchor Text: <i>Grandma and the Great Gourd</i>, T32–T57 Unit 4: Interact with Sources, T18–T19; Launch Text: Listening Comprehension: The Bridges That Ruby Built, T20–T21; Leveled Readers and Questions, T28–T29; Anchor Text: <i>The House That Jane Built</i>, T32–T51</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>						
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Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition
Examples:

Unit 2: Close Read, T38, T41, T44, T99, T161, T169; Respond and Analyze: My View, T48–T49, T110–T111, T170–T171, T232–T233, T294–T295;

Unit 4: Reflect and Share, T72–T73, T132–T133, T196–T197, T262–T263, T324–T325;

Unit 5: Close Read, T46, T50, T105, T159, T169, T220

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

The **Student Interactive** provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.

Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information. They also learn how to correctly cite sources and how to avoid plagiarism.

6. make informed choices about sources and information; and

<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Conduct Research: Field Research, T476–T477; Refine Research: Identify Primary and Secondary Sources, T480–T481; Writing Workshop: Facts, T340–T341; Unit 2: Respond and Analyze: My View, T48–T49, T110–T111, T170–T171, T232–T233, T294–T295; Unit 4: Conduct Research: Library of Congress, T466–T467; Refine Research: Identifying Sources, T470–T471; Extend Research: Include Images, T472–T473; Writing Workshop: Reasons, T348–T349, T376–T377, T392–T393; Unit 5: Conduct Research: Bookmarking, T464–T465</p>	<p>(Continued) 6. make informed choices about sources and information; and</p>						
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>						

<p>(Continued) <i>MyView Literacy</i> provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to varied issues and topics across content areas.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project-Based Inquiry: Inquire: Introduce the Project, T472–T473 (Research Article); Refine Research: Identify Primary and Secondary Sources, T480–T481; Unit 3: Project-Based Inquiry: Conduct Research: Search Engines, T460–T461; Refine Research: Paraphrasing and Quoting, T464–T465; Extend Research: Incorporate Media, T466–T467; Unit 4: Publish and Celebrate: T444–T445 Unit 5: Project-Based Inquiry: Conduct Research: Bookmarking, T464–T465; Refine Research: Works Cited Page, T468–T469; Extend Research: Present a Slide Show, T470–T471</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued) 7.interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>						
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The Project-Based Inquiry at the end of each unit in *myView Literacy* is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.

Student Edition / Teacher Edition

Examples:

Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T454–T455 (Scrapbook on Relationship Between a; Plant and an Animal); Explore and Plan: Informational Writing, T456–T457; Conduct Research: Library Databases, T458–T459; Collaborate and Discuss: Analyze Student Model, T460–T461; Refine Research: Citing Sources, T462–T463; Extend Research: Include Visuals/Media, T464–T465; Collaborate and Discuss: Revise and Edit, Peer Review, T466–T467; Celebrate and Reflect, T468–T469

- 8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>(Continued) Unit 5: Project Based Inquiry: Inquire: Introduce the Project, T460–T461 (Research Article About a Place Likely To Be Affected By a Natural Disaster); Explore and Plan: Argumentative Writing, T462–T463; Conduct Research: Bookmarking, T464–T465; Collaborate and Discuss: Analyze Student Model, T466–T467; Refine Research: Works Cited Page, T468–T469; Extend Research: Present a Slide Show, T470–T471; Collaborate and Discuss: Revise and Edit, Peer Review, T472–T473; Celebrate and Reflect, T474–T475</p>	<p>(Continued) 8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>				
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format.</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9 Unit 2: Extend Research: Include Visuals/Media, T464–T465</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				

<p>(Continued) Unit 4: Book Club, T478–T491; Conduct Research: Search Engines, T460–T461; Extend Research: Incorporate Media, T466–T467 Writing Workshop: Use Technology, T404; Use Technology to Publish Written Work, T436–T437 Unit 5: Leveled Readers, T212-T213, T280–T281; Extend Research: Present a Slide Show, T470–T471</p>	<p>(Continued) 9.identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						
<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and presenting information. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations. Student Edition / Teacher Edition Examples: Unit 1: Book Club, T488–T501; Unit 3: Project–Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471 Unit 4: Book Club, T478–T491; Unit 5: Project–Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p>	<p>10.engage in self-directed inquiry;</p>						

<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk ,and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of <i>myView Literacy</i>. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T488–T501; Turn and Talk, T93, T155, T283; Peer Review, T484 Unit 2: Book Club, T470–T483; Reflect and Share: Talk About It, T70–T71, T316–T317; Collaborate and Discuss: Analyze Student Model, T460–T461; Peer Review, T466 Unit 3: Book Club, T472–T485; Project–Based Inquiry, T453–T471 Unit 4: Turn and Talk, T23, T277; Collaborate and Discuss: Revise and Edit, Peer Review, T474–T475; Writing Club, T429 Unit 5: Book Club, T476–T489; Project–Based Inquiry, T457–T475</p>	<p>11.work collaboratively; and</p>				
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<p><i>MyView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Small Group Activities, T30–T31, T60–T61, T100–T101 Collaborative Activities, T22–T23, T56–T57; Project–Based Inquiry, T469–T487 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317; Unit 3: Project–Based Inquiry, T453–T471 Unit 5: Project-Based Inquiry, T460–T475; Collaborate and Discuss, T466–T467, T472–T473</p>	<p>12.practice time and task management skills in problem-based learning situations.</p>					
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Developmentally Appropriate Instructional Resources and Strategies For student mastery of college- and career- readiness standards, the instructional resources

<p>In the <i>myView Literacy</i> Teacher's Edition and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occur on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today's digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).</p> <p><u>Student Edition / Teacher Edition</u> Examples: Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T14, T84, T92, T146; Objectives, T22, T26, T58, T62, T66, T70; Unit 4: Learning Goal, T78, T86, T146, T212; Objectives, T32, T60, T124, T126, T128, T132</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>						
<p><i>myView Literacy</i> provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards.</p> <p>A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the <i>myView</i> Foundational Skills brochure pages 10–22.</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>						

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Diphthongs, T299, T290–T291, T314–T315, T322–T323, T336–T337, T448, T452, T456, T464;</p> <p>Unit 4: VCCCV, 90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193 T366, T370, T374, T382, T402;</p> <p>Unit 5: Final Stable Syllable, T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321, T436, T440, T444, T452</p>	<p>(Continued)</p> <p>14.provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>				
<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Extend Research: Write a Thank You Note, T482–T483</p> <p>Unit 2: Collaborate and Discuss, T460–T461, T466–T467; Explore Infographics, T18–T19, T80–T81, T202–T203;</p> <p>Unit 3: Extend Research: Incorporate Media, T466–T467;</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325;</p> <p>Unit 5: Extend Research: Present a Slide Show, T470–T471</p>	<p>15.provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>				

<p>Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.</p> <p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Fluency, T20, T90, T152 Shared Read: Academic Vocabulary: T12-T13; Related Words, T44, T47, T53; Listening Comprehension, T22–T23; Read Like a Writer: Describe Figurative Language, T64–T65; Write for a Reader: Use Figurative Language, T72–T73; Language & Conventions: Simple Sentences, T365 Unit 2: Shared Read: Read Like a Writer: Writer’s Craft: Figurative Language, T45; Read Like a Writer: Analyze Precise Verbs, T118–T119 Write for a Reader: Use Precise Verbs, T126–T127 Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>				
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<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p><i>MyView Literacy</i> allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners connect to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Prior Knowledge, T11; Turn and Talk, T19; First Read: Connect, T36, T170; Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T32–T33; Listening Comprehension, T20–T21 Unit 3: Make Connections, T104, T105, T108, T113, T114, T130–T131 Unit 4: Make Connections, T223, T224, T228, T230, T232, T234, T236, T254–T255; Matching Texts to Learning: Make Connections, T217; Talk About It, T324–T325 Unit 5: Matching Texts to Learning: Make Connections, T213</p>	<p>17.provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>					
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<p><i>myView Literacy</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher's Edition pages. <i>myView Literacy's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Interact with Sources: Map, T18–T19; Explore Media, T282–T283; Unit 3: Explore Infographics, T148–T149, T270–T271; Unit 4: Extend Research: Include Images, T472–T473; Unit 5: Explore Infographics, T142–T143; Explore Maps, T84–T85; Extend Research: Present a Slide Show, T470–T471</p>	<p>18.provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>						
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<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. MyView Literacy instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Plot, T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; Sequence, T398–T399;</p> <p>Unit 3: Plot, T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371; Sequence, T386–T387; Summarize Informational Text, T229, T230, T235, T236, T252–T253; Historical Fiction, T92–T93; <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T102–T115; Interact with Sources, T148–T149</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T169, T172, T173, T223, T227 Interact with Sources, T82–T83; <i>From Frederick Douglass</i>, T96–T109</p> <p>Unit 5: Procedural Text, T146–T147; <i>Safety Plan: In Case of Emergency</i>, T156–T169</p>	<p>19.offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>				
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 2: Inquire: Introduce the Project, T454–T455 (Scrapbook on Relationship Between a Plant and an Animal) Explore and Plan: Informational Writing, T456–T457 Conduct Research: Library Databases, T458–T459 Collaborate and Discuss: Analyze Student Model, T460–T461 Refine Research: Citing Sources, T462–T463 Extend Research: Include Visuals/Media, T464–T465 Collaborate and Discuss: Revise and Edit, Peer Review, T466–T467 Celebrate and Reflect, T468–T469</p>	<p>20.provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>					
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<p>(Continued)</p> <p>Unit 4: Inquire: Introduce the Project, T462–T463 (Create Informational Poster About How a City or Town Has Changed) Explore and Plan: Informational Writing, T464–T465 Conduct Research: Library of Congress, T466–T467 Collaborate and Discuss: Analyze Student Model, T468–T469 Refine Research: Identifying Sources, T470–T471 Extend Research: Include Images, T472–T473 Collaborate and Discuss: Revise and Edit, Peer Review, T474–T475 Celebrate and Reflect, T476–T477</p>	<p>(Continued)</p> <p>20.provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>								
<p><i>myView Literacy</i> includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.</p>	<p>21.provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 								

<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: <i>Cocoliso</i>, T164–T181 (Realistic Fiction); <i>The Golden Flower</i>, T286–T313 (Myth); Unit 2: <i>Patterns in Nature</i>, T32–T49 (Informational Text); Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239 (Biography); Unit 4: <i>Grace and Grandma</i>, T286–T303 (Drama); Unit 5: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T98–T111 (Informational Text)</p>	<p>(Continued) 21.provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes.</p>				
<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in myView Literacy. 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. 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>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>				

<p>)Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T312–T313; Academic Vocabulary, T24–T25, T44, T47, T94–T95, T112, T156–T157, T169, T171, T218–T219</p> <p>Unit 3: Develop Vocabulary, T56–T57, T178–T179, T238–T239, T239–T297; Academic Vocabulary, T12, T24–T25, T51, T94–T95, T106, T154–T155, T216–T217, T276–T277</p> <p>Unit 5: Develop Vocabulary, T52–T53, T170–T171, T238–T239, T300–T301; Academic Vocabulary, T12, T24–T25, T37, T90–T91, T148–T149, T158, T208–T209, T276–T277</p>	<p>(Continued)</p> <p>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>					
<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students’ needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferencing (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks. The elements of the writing process are addressed in depth through the Writing Block component of the program. The block’s central focus is to develop independent writers. To that end, students will progress through the following tasks:</p>	<p>23.provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					

<p>(Continued)</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the conferring prompts help with the explicit instruction to support guided</p> <p>Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those important conferring opportunities.</p> <p>The following examples show the range of genres taught during the <i>myView Literacy</i> Writing blocks: <i>Historical Fiction, Personal Narrative, Poetry, Procedural texts/how-to article, Opinion Essay, Poetry, Informational Article Writing.</i></p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>										
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415</p> <p>Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396</p> <p>Unit 4: Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263; Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401, T404–T405, T412–T413, T416–T417, T420–T421, T424–T425, T428–T429, T436–T437, T440–T441, T444–T445, T448–T449, T452–T453</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261</p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>				
<p>myView Literacy integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more</p> <p>(Continued)</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>				

<p>support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-based allowing teachers to flexibly select lessons based on the needs of students. The Teacher's Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). On days when instruction includes the <i>myFocus Reader</i> or the decodable reader, students are applying and practicing the skills taught during whole group instruction. <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention</i> TG, <i>myFocus Reader</i>, and online teaching support are available in English and Spanish.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Quick Check, T71, T93, T119 Assess Prior Knowledge, T376 Intervention Activity, T30, T76, T144,</p>	<p>(Continued) 24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>					
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<p>(Continued) T184; Conventions: Simple Sentences, T377; Subjects and Predicates, T381; Unit 3: Assess Prior Knowledge, T336; Infer Theme, T158, T165, T166, T169, T172, T174, T184–T185; Unit 5: Intervention Activity, T154, T190, T214, T258</p>	<p>(Continued)</p> <p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>				
<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>				
<p>The Small Group professional development guide(print/online) builds pedagogical knowledge along with practical classroom activities and visuals. Savvas Learning Company’s Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials.</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>				

<p>(Continued) Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be arranged through your local representative or regional office. Online professional development is also available through www.mysavvastraining.com. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, myView Literacy offers program, topic, and lesson professional development videos online on SavvasRealize.com.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Expert's View, T32; Small Group Guide, T61, T77, T185 Unit 2: Expert's View, T12, T80, T278; Unit 3: Expert's View, T184, T462; Unit 4: Expert's View, T480; Unit 5: Expert's View, T176, T460</p>	<p>(Continued) 26.include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>								
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<p><i>myView Literacy</i> 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. 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, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Infer Theme, T98, T107, T109, T113–T115, T117, T124–T125; Reflect and Share, T140–T141; Check for Understanding, T161, T251 (Cite Evidence); Use Text Evidence, T70–T71</p> <p>Unit 2: Check for Understanding, T49; Reflect and Share, T254–T255</p> <p>Unit 3: Plot, T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371</p> <p>Unit 4: Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117; Reflect and Share, T132–T133; Check for Understanding, T175 (Cite Evidence)</p> <p>Unit 5: Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p>	<p>(Continued)</p> <p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				
<p>Within <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. 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, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Close Read, T38, T113, T173; Respond and Analyze, T118–T119, T250–T251; Leveled Reader Questions, T28–T29, T292–T293;</p> <p>Unit 2: Close Read, T42, T43, T44;</p> <p>Unit 4: Close Read, T41, T99, T231;</p> <p>Unit 5: Respond and Analyze, T110–T111, T238–T239</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>				

Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in myView Literacy are organized around central themes such as Environments, Interactions, Heroes, Events, and Solutions. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts that ensure a successful reading experience, build reading stamina, and foster a love of reading.

Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher's Edition, print and online.

Student Edition / Teacher Edition

Examples:

Unit 1: *The Golden Flower*, T278–T339 (Myth); *Living in Deserts*, T208–T277 (Informational Text);

Unit 2: *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*, T198–T259 (Persuasive Texts); Independent Reading, T11; Text Complexity Charts, R2–R7

Unit 3: from *Little House on the Prairie* and *By the Shores of Silver Lake*, T144–T205 (Historical Fiction);

Unit 4: from *Frederick Douglass*, T78–T137 (Biography)

Unit 5: from *Aesop's Fox*, T266–T327 (Traditional Tales)

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

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<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, trade books that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>MyView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Interact with Sources: Map, T18–T19; Explore Media, T282–T283 Unit 2: Realistic Fiction, T146–T147 Unit 3: Explore the Primary Sources, T18–T19; Explore Infographics, T148–T149, T270–T271; Extend Research, T466–T467</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>(Continued)</p> <p>Unit 4: Introduce the Unit, T10; Explore the Primary Sources, T18–T19; Writing Workshop: Use Technology, T404; Using Technology to Purpose, T436</p> <p>Unit 5: Explore Infographics, T142–T143; Explore Maps, T84–T85; Explore the Primary Sources, T202–T203</p>	<p>(Continued)</p> <p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. <i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today’s diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy level and challenges them to greater achievement. The solution was designed to bring teacher expertise together with student potential to develop important lifelong skills that increase critical thinking, knowledge</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>					

<p>building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: <i>Living in Deserts</i>, T226–T251; Week 6 Project-Based Inquiry, T472–T486 Unit 2: <i>Welcome Back, Wolves!</i> and <i>Wolves Don't Belong in Yellowstone</i>, T216–T223; Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>, T224–T239; Unit 4: <i>The House That Jane Built</i>, T32–T77; <i>Green City</i>, T220–T241; Unit 5: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>, T80–T137; <i>A Safety Plan: In Case of Emergency</i>, T138–T197</p>	<p>(Continued)</p> <p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>				
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<p>During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in myView Literacy also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Publish and Celebrate, T454–T455; Inquire: Introduce the Project, T472–T473 (Research Article); Explore and Plan: Argumentative Writing, T474–T475; Conduct Research: Field Research, T476–T477; Collaborate and Discuss: Analyze Student Model, T478–T479; Refine Research: Identify Primary and Secondary Sources, T480–T481; Extend Research: Write a Thank You Note, T482–T483; Collaborate and Discuss: Revise and Edit, Peer Review, T484–T485; Celebrate and Reflect, T486–T487; Reflect and Share: Talk About It, T78–T79, T334–T335;</p> <p>Unit 2: Publish and Celebrate, T436–T437;</p> <p>Unit 3: Writing Workshop: Create an Audio Recording of a Story, T390–T391;</p> <p>Unit 4: Collaborate and Discuss, T468–T469, T474–T475; Inquire: Introduce the Project, T462–T463</p>	<p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>					
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<p>(Create Informational Poster About How a City or Town Has Changed); Explore and Plan: Informational Writing, T464–T465; Conduct Research: Library of Congress, T466–T467; Collaborate and Discuss: Analyze Student Model, T468–T469; Refine Research: Identifying Sources, T470–T471; Extend Research: Include Images, T472–T473; Collaborate and Discuss: Revise and Edit, Peer Review, T474–T475; Celebrate and Reflect, T476–T477</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261; Writing Workshop: Create an Audio Recording, T398–T399</p>	<p>(Continued)</p> <p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>						
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Assessment

<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor</p>	<p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>						
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<p>(Continued) students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals. myView Literacy also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Turn, Talk, and Share, T155, T217, T335, T503; Unit 2: Reflect and Share, T70–T71, T132–T133, T192–T193, T254–T255, T316–T317; Unit 4: Minilessons, T88, T118, T132; Writing Assessment Options, T333; Weekly Standards Practice, T407 Unit 5: Reflect and Share, T74–T75, T132–T133, T192–T193, T260–T261, T322–T323; 4-point Research Project Rubric, T457</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>myView Literacy provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency, Weekly Standards Practice, and Comprehension Assessments, to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T17, T87, T149, T211; Unit 3: Conferring, T31, T69, T77, T101, T137, T199, T205; Unit 4: Fluency, T144, T146, T173; Unit 5: Fluency, T237, T272</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>				
<p>The myView data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from myView Literacy program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Writing Rubric, T463; Research Project Rubric, T469; Unit 2: Writing Rubric, T445; Research Project Rubric, T451; Analyze Student Model, T460–T461 Unit 3: Writing Rubric, T447; Research Project Rubric, T453; Unit 4: Analyze Student Model, T468–T469; Unit 5: Writing Rubric, T451; Research Project Rubric, T457</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>				

Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16;

Unit 1: Theme: Environments: Introduction, xvi–T13; Teacher-Led Options, T192–T193; Suggested Weekly Plan, T14, T84, T146, T208, T278;

Unit 2: Theme: Interactions: Introduction, xvi–T13; Teacher-Led Options, T68–T69

Unit 3: Theme: Heroes: Introduction, xvi–T13;

Unit 4: Project-Based Inquiry T459–T477;

Unit 5: Project-Based Inquiry T457–T475

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Introduce the Unit, T10; Spotlight on Genre, T22–T23, T154–T155; Introduce the Text, T32–T33, T164–T165, T226–T227; Unit 2: Spotlight on Genre, T84, T268;</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>					
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<p>(Continued) Unit 3: Introduce the Unit, T10; Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213; Unit 4: Introduce the Text, T32, T96, T156, T220, T286</p>	<p>(Continued) 36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>				
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments. Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features: -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment</p> <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will help them retain information. All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p> <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				

<p>tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Units 1-5: Savvas Realize: myView Digital, xvi Units 1-5: Watch the Unit Video, T10</p>	<p>(Continued) 37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II –English Language Arts - CCR Grade 3

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 3, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for third grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in third grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from second grade, the following chart represents the college- and career-readiness indicators that will be developed in third grade:

College- and Career-Readiness Indicators for Grade 3	
Literacy Foundations	
<ul style="list-style-type: none">• Read with sufficient accuracy and fluency to support comprehension.• Use word analysis skills and phonics to decode unfamiliar words.• Write legibly in cursive or joined italics with correct margins and spacing.	
Reading	Writing
<ul style="list-style-type: none">• Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.• Ask and answer questions about key details in literary and informational texts referring explicitly to the text as the basis for the answers.• Use text features to locate information and compare and contrast different types of informational texts.• Refer to specific parts of literary and informational texts, describe connections, and distinguish between different viewpoints.	<ul style="list-style-type: none">• Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words and providing a concluding statement or section.• Write narratives with appropriate sequences, including details, dialogue, transitional words, and a sense of closure.• Conduct short research projects that build knowledge about a topic.

Speaking/Listening	Language
<ul style="list-style-type: none"> • Participate in collaborative conversations about third grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Produce a variety of sentence types and structures. • Capitalize appropriate words in titles and use commas, quotation marks and possessives. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of word relationships and nuances. • Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses								
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N	
Literacy Foundations									
A. Fluency									
<p>Student Edition / Teacher Edition Examples: <u>Fluency</u> Unit 1: Fluency, T152, T214, T270, T284, T286, T311, T316 Read, T32, T102, T164, T226, T296 Unit 2: Fluency, T60, T82, T130, T144, T146, T169 Read, T32, T94, T156, T278 Unit 3: Fluency, T198, T212, T214, T236 Read, T32, T102, T224, T284 Unit 4: Fluency, T144, T146, T173 Read, T32, T96, T156, T220, T286 Unit 5: Read, T32, T98, T156, T216, T284 Fluency, T237, T272</p> <p><u>Context Clues</u> Unit 1: Context Clues, T156–T157, T169, T171, T176 Unit 2: Context Clues, T148–T149, T159, T165 Unit 3: Context Clues, T154–T155, T167 Unit 4: Context Clues, T148–T149, T165, T167, T168 Unit 5: Context Clues, T148–T149, T158, T161</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 								

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Prefixes and Suffixes</u></p> <p>Unit 3: Word Study: Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135; Word Study: Suffixes -ful, -y, -ness, T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257</p> <p>Unit 4: Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406 Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> <p>Unit 5: Word Study: Suffix -en, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257</p> <p><u>Multi-Syllable Words</u> Students have opportunities to decode multisyllabic words throughout the text. For examples see:</p> <p>Unit 1: Syllable Pattern VC/CV, T54, T356 Vowel Digraphs, T220–T221, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440 Diphthongs, T448, T452, T460, T464</p> <p>Unit 2: Syllable Patterns, T26, T210–T211, T219, T229, T234–T235, T242–T243, T256–T257, T312–T313</p> <p><u>Irregularly Spelled Words</u></p> <p>Unit 1: High-Frequency Words, T58–T59, T120–T121, T182–T183, T252–T253, T314–T315, T356, T380, T404, T428, T452</p> <p>Unit 2: High-Frequency Words, T50–T51, T112–T113, T172–T173, T234–T235, T296–T297, T362, T386, T410, T434</p>	<p>B. Phonics and Word Recognition</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. 					
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<p>(Continued) Irregular Plural Nouns, T363, T367, T368, T371, T375, T383 Unit 3: High-Frequency Words, T58–T59, T118–T119, T180–T181, T240–T241, T298–T299, T340, T364, T388, T412, T436 Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448 Irregular Verbs, T413, T417, T421, T425, T433 Unit 4: High-Frequency Words, T52–T53, T112–T113, T176–T177, T242–T243, T304–T305, T346, T370, T394, T418, T442 Irregular Plurals, T68–T69, T354 Unit 5: High-Frequency Words, T54–T55, T112–T113, T172–T173, T240–T241, T302–T303, T344, T368, T392, T416, T440 Digital Resources: <i>Resource Download Center</i>>Spelling</p>	<p>(Continued) 2. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words. </p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Edit for Legibility, T446–T447 Handwriting Model, T506–T509 Unit 2: Edit for Legibility, T428–T429 Handwriting Model, T488–T491 Unit 3: Handwriting Model, T490–T493 Unit 4: Handwriting Model, T496–T499 Unit 4: Handwriting Model, T494–T497</p>	<p>C. Handwriting 3. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</p>					

Reading							
	D. Key Ideas and Details						
<p>Student Edition / Teacher Edition Examples: Unit 1: Ask and Answer Questions, T104, T106, T109, T113, T116, T132–T133 First-read Strategies: Generate Questions (examples), T32, T34, T47, T102, T114, T164, T175, T296, T307 Unit 2: First-read Strategies: Generate Questions (examples), T175 Unit 3: First-read Strategies: Generate Questions (examples), T32, T35, T46, T47, T50, T112, T114, T173, T292, T294 Unit 4: First-read Strategies: Generate Questions (examples), T286, T288, T296 Unit 5: First-read Strategies: Generate Questions (examples), T216, T219, T221, T225, T228, T291, T294, T297</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>4. Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.</p>						
<p>Student Edition / Teacher Edition Examples: Unit 1: Retell Texts, T21 Infer Theme, T98, T107, T109, T113–T115, T117, T124–T125 Summarize (Retell), T326 Unit 3: Infer Theme, T158, T165, T166, T169, T172, T174, T184–T185 Unit 5: Moral, T273 Traditional Tales, T274–T275 Infer Theme, T280, T289, T292, T294, T298, T306–T307</p>	<p>5. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central idea, lesson, or moral and explain how it is conveyed through key details in the literary text.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Analyze Characters, T160, T166, T167, T169–T171, T174, T178, T86–T87 Unit 3: Analyze Characters, T98, T107, T109, T110, T112, T115, T122–T123 Unit 4: Identify Play Elements, T288, T290, T292, T298, T301, T308–T309</p>	<p>6. Describe characters in a literary story and explain how their actions contribute to the sequence of events.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: First-read Strategies: Generate Questions (examples), T226, T229, T237, T249 Unit 2: First-read Strategies: Generate Questions (examples), T38, T40, T106, T110, T112, T175, T226, T229, T233, T237, T241, T299, T303, T307 Unit 3: First-read Strategies: Generate Questions (examples), T224, T226, T230, T232, T235 Unit 4: Ask and Answer Questions, T158, T163, T165, T168, T170, T172, T188–T189 First-read Strategies: Generate Questions (examples), T32, T35, T99, T104, T107, T171, T220, T224, T228, T232 Unit 5: First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167 Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>7. Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.</p>					

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 2: Retell Texts, T21 Main Idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362</p> <p>Unit 3: Summarize Informational Text, T229, T230, T235, T236, T252–T253</p> <p>Unit 4: Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417</p> <p>Unit 5: Synthesize Details/Information, T101, T102, T105, T109, T124–T125 Evaluate Details, T286, T288, T290, T297, T314–T315</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>8. Determine the main idea of an informational text; recount the key details and explain how they support the main idea.</p>							
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 2: Analyze Text Structure, T116 Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239</p> <p>Unit 3: Explore Infographics, T148–T149, T270–T271 Analyze Text Structure, T227, T231, T233, T234, T244–T245</p> <p>Unit 4: Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57</p> <p>Unit 5: Explore Infographics, T142–T143 Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>9. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.</p>					
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	E. Craft and Structure							
<p>This standard is taught throughout the myView program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T180–T181, T312–T313 Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240</p> <p>Unit 2: Develop Vocabulary, T170–T171 Figurative Language, T45, T208–T209, T227, T230</p> <p>Unit 3: Develop Vocabulary, T238–T239 Figurative Language, T50, T216–T217, T230, T236</p> <p>Unit 4: Develop Vocabulary, T302–T303 Figurative Language, T44, T238</p> <p>Unit 5: Develop Vocabulary, T238–T239, T300–T301 Figurative Language, T208, T230, T234</p>	<p>10. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.</p>							

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Poetry, T88–T89 Unit 3: Poetry, T272–T273, T274–T275, T284–T295, T296–T297, T302–T303, T310–T311, T318–T319 Unit 4: Drama/Play, T274–T275, T276–T277, T308–T309 Drama: <i>Grace and Grandma</i>, T286–T301, T302–T303, T316–T317, T324–T325 Explore the Poems, T272–T273 Unit 5: Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363 Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>11. Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 4: Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247 Unit 5: Point of View, T212, T219, T220, T223, T226, T227, T230, T235, T237, T244–T245</p>	<p>12. Distinguish one’s point of view from that of the narrator or those of the characters in a literary text.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 1: Develop Vocabulary, T250–T251 Unit 2: Develop Vocabulary, T48–T49, T110–T111, T232–T233, T294–T295 Unit 3: Develop Vocabulary, T56–T57, T116–T117, T178–T179, T239–T297 Unit 4: Develop Vocabulary, T50–T51, T110–T111, T174–T175, T240–T241 Unit 5: Develop Vocabulary, T52–T53, T110–T111, T170–T171</p>	<p>13. Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.</p>				
<p>Student Edition / Teacher Edition Examples: Unit 1: Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 Unit 2: Explore Infographics, T18–T19, T80–T81, T202–T203 Conduct Research: Library Databases, T458–T459 Unit 3: Explore Infographics, T148–T149, T270–T271 Conduct Research: Search Engines, T460–T461 Unit 4: Explore Infographics, T142–T143 Conduct Research: Library of Congress, T466–T467 Unit 5: Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59 Analyze Text Structure, T100, ; T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177 Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>14. Use informational text features and search tools to locate information relevant to a given topic efficiently</p>				

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 4: Distinguishing Viewpoint, T222, T227, T229, T231, T235, T237, T239, T246–T247</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>15. Distinguish one’s own point of view from that of the author of an informational text.</p>					
<p>F. Integration of Knowledge and Ideas</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Explore the Poem, T88–T89 Unit 2: Analyze Illustration, T153, T159, T160, T162, T167, T168, T176–T177 Explain the Use of Illustrations, T64–T65 Unit 3: Generate Questions, T38 First Read: Notice, T43 Use Illustrations, T32–T33, Use Visual Clues, T35 Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>16. Explain how specific aspects of a literary text’s illustrations contribute to what is conveyed by the words in a story.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 3: Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193 Respond and Analyze, T178–T179 Reflect and Share, T200–T201</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>17. Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 1: Interact with Sources: Explore the Diagram & Infographics, T150–T151, T212–T213 Explore Maps, T18–T19 Explore Media, T282–T283 Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 Unit 2: Interact with Sources: Explore the Diagram & Infographics, T18–T19, T80–T81, T142–T143, T264–T265 Unit 3: Interact with Sources: Explore the Infographics, T148–T149, T270–T271 Unit 4: Interact with Sources: Explore the Infographics, T142–T143 Unit 5: Interact with Sources: Explore the Infographics, T142–T143 Explore Maps, T84–T85 Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59 Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>18. Use information gained from illustrations and the words in an informational text to demonstrate understanding of the text.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 Unit 2: Main Idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362 Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239 Unit 3: Analyze Text Structure, T227, T231, T233, T234, T244–T245 Unit 4: Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57 Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417 Unit 5: Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>19. Describe the logical connection between particular sentences and paragraphs in an informational text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Respond and Analyze, T232–T233 Analyze Text Structure, T238–T239 Compare and Contrast Texts, T220, T223, T227, T231, T246–T247 Reflect and Share, T254–T255</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels L–P</p>	<p>20. Compare and contrast the most important points and key details presented in two informational texts on the same topic.</p>					

<p>This objective is practiced throughout all units in myView.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Literary Text, T14–T83, T84–T145, T146–T207, T278–T339</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Literary Text, T138–T197</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Literary Text, T14–T83, T84–T143, T144–T205, T266–T323</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Literary Text, T268–T329</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Literary Text, T198–T265, T266–T327</p> <p>Digital Resources: <i>Book Club: Trade Books>Units 1–5; Leveled Readers>Levels L–P</i></p>	<p>G. Range of Reading and Text Complexity</p> <p>21. By the end of the year, read and comprehend literary texts at the high end of the grades 2–3 text complexity range independently and proficiently.</p>							
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<p>This objective is practiced throughout all units in myView.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Independent Reading Log, T11 Book Club, T488–T501 Informational Text, T208–T277</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T470–T483 Informational Text, T14–T75, T76–T137, T198–T259, T260–T321</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T472–T485 Informational Text, T206–T265</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T478–T491 Informational Text, T14–T77, T78–T137, T138–T201, T202–T267</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T476–T489 Informational Text, T14–T79, T80–T137, T138–T197</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers>Levels L–P</i></p>	<p>22. By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.</p>							
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Writing						
<p>Student Edition / Teacher Edition Examples: Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401</p> <p><u>Detailed Points for Bulleted Items</u> Unit 3: Explore and Plan: Argumentative Writing, T458–T459 Unit 4: Opinion Essay, T339, T340–T341 Minilesson: Plan Your Opinion Essay, T339, T356 Develop the Topic, T344–T345 Minilesson: Point of View and Reasons, T348–T349 Develop the Topic, T344–T345 Plan Your Opinion Essay, T339, T356 Brainstorm Topics and Focus on Opinion, T352–T353 Develop the Topic, T364–T365 Distinguish Between Fact and Opinion, T372–T373 Develop Reasons, T376–T377 Develop Supporting Facts, T380 Organize Supporting Reasons, T392–T393 Organize Supporting Facts, T396–T397 Organize Supporting Facts, T396–T397 Compose an Introduction, T388–T389 Compose A Conclusion, T400 Unit 5: Explore and Plan: Argumentative Writing, T462–T463</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>H. Text Types and Purposes</p> <p>23. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases to connect opinion and reasons. • Provide a concluding statement or section. 					

<p>Student Edition / Teacher Edition Examples: Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396</p> <p><u>Detailed Points for Bulleted Items</u> Unit 2: How-to Article, T332–T333 Compose Facts and Details, T340–T341 Brainstorm and Set a Purpose, T344–T345 Plan Your How-to Article, T348 Minilesson: Develop an Engaging Main Idea, T356–T357 Minilesson: Develop Relevant Details, T360–T361 Add Facts and Definitions, T364–T365 Minilesson: Develop an Introduction, T379, T381–T381 Organize Ideas into Steps, T384–T385 Organize Steps into Sequence, T388–T389 Minilesson: Add Illustrations, T392–T393 Minilesson: Develop and Compose A Conclusion, T396 Assessment, T444 Explore and Plan: Informational Writing, T456–T457</p> <p>Unit 4: Explore and Plan: Informational Writing, T464–T465 (Continued)</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aid comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases to connect ideas within categories of information. • Provide a concluding statement or section. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415</p> <p>Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399</p> <p><u>Detailed Points for Bulleted Items</u></p> <p>Unit 1: Setting and Sequence of Events, T349, T358–T359 Minilesson: Narrator, T354–T355, T378–T379 Brainstorm and Set a Purpose, T362–T363 Plan Your Personal Narrative, T366–T367 Minilesson: Compose A Setting, T373, T382–T383 Develop an Engaging Idea, T374–T375 Problem, T386–T387 Resolution, T390–T391 Minilesson: Compose an Introduction, T398 Develop an Event Sequence, T402–T403 Minilesson: Develop Dialogue, T406–T407 Describe Actions, Thoughts, and Feelings & Activities, T410–T411 Compose a Conclusion, T414</p> <p>Unit 3: Historical Fiction, T333, T334–T335 Identify Characters and Setting, T338–T339</p>	<p>25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use transitional words and phrases to signal event order. • Provide a sense of closure. 					
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<p>Continued) Minilesson: Develop Plot, T342–T343 Brainstorm Ideas, T346–T347 Plan Your Historical Fiction Story, T350 Minilesson: Compose Characters, T358–T359 Compose a Setting, T362–T363 Develop an Introduction, T382–T383 Draft an Event Sequence, T386–T387 Minilesson: Plot: Plan a Resolution, T370–T371</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>(Continued) 25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use transitional words and phrases to signal event order. • Provide a sense of closure. 					
	<p>I. Production and Distribution of Writing</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273 Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255 Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399</p>	<p>26. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>					

<p>(Continued) Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261 Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263 Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261 Poetry, T334–T351, T358–T379, T386–T403 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>(Continued) 26. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>							
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<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415 Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396 Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399 Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401 Unit 5: Poetry, T334–T351, T358–T379, T386–T403 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>27. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to demonstrate command of Language standards up to and including grade 3.</p>					
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Extend Research: Include Visuals/Media, T464–T465 Unit 3: Extend Research: Incorporate Media, T466–T467 Unit 4: Minilesson: Use Technology to Publish Writing, T436 Unit 5: Minilesson: Publish and Celebrate, T442</p>	<p>28. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>					
<p>J. Research to Build and Present Knowledge</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project–Based Inquiry, T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487 Unit 2: Project–Based Inquiry T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 3: Project–Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471 Unit 4: Project–Based Inquiry T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 5: Project–Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Digital Resources: <i>Resource Download Center</i>>Inquiry–Based Project Rubrics and Checklists</p>	<p>29. Conduct short research projects that build knowledge about a topic.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Field Research, T476–T477 Refine Research: Identify Primary and Secondary Sources, T480–T481 Unit 2: Conduct Research: Library Databases, T458–T459 Refine Research: Citing Sources, T462–T463 Extend Research: Include Visuals/Media, T464–T465 Unit 3: Explore the Primary Sources, T18–T19 Conduct Research: Search Engines, T460–T461 Refine Research: Paraphrasing and Quoting, T464–T465 Extend Research: Incorporate Media, T466–T467 Unit 4: Explore the Primary Sources, T18–T19 Conduct Research: Library of Congress, T466–T467 Refine Research: Identifying Sources, T470–T471 Extend Research: Include Images, T472–T473 Unit 5: Explore the Primary Sources, T202–T203 Conduct Research: Bookmarking, T464–T465 Refine Research: Works Cited Page, T468–T469</p>	<p>30. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>					
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	31. (Begins in grade 4.)							
	K. Range of Writing							
<p>Student Edition / Teacher Edition Examples:</p> <p>Unit 1: Personal Narrative, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T411, T414–T415</p> <p>Reflect and Share: Write to Sources, T140–T141, T202–T203, T272–T273</p> <p>Unit 2: How-to Article, T332–T333, T336–T337, T340–T341, T344–T345, T348–T349, T356–T357, T360–T361, T364–T365, T368–T369, T380–T381, T384–T385, T388–T389, T392–T393, T396</p> <p>Reflect and Share: Write to Sources, T132–T133, T192–T193, T254–T255</p> <p>Unit 3: Historical Fiction, T334–T335, T338–T339, T342–T343, T346–T347, T350–T351, T358–T359, T362–T363, T366–T367, T370–T371, T382–T383, T386–T387, T390–T391, T394–T395, T398–T399</p> <p>Reflect and Share: Write to Sources, T138–T139, T200–T201, T260–T261</p> <p>Unit 4: Opinion Essay, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T388–T389, T392–T393, T396–T397, T400–T401; Reflect and Share: Write to Sources, T132–T133, T196–T197, T262–T263</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T192–T193, T260–T261</p> <p>Poetry, T334–T351, T358–T379, T386–T403</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>							

Speaking & Listening					
<p>Students have opportunities to participate in a range of discussions throughout the program. Every selection includes teacher prompts to engage students in all aspects of the language arts program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 Collaborate and Discuss, T478–T479, T484–T485</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Collaborate and Discuss, T460–T461, T466–T467</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151, T212–T213, T272–T273 Collaborate and Discuss, T366–T463, T468–T469</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 Collaborate and Discuss, T468–T469, T474–T475</p> <p>Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Collaborate and Discuss, T466–T467, T472–T473</p>	<p>L. Comprehension and Collaboration</p> <p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 3 topics and texts, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. • Explain ideas and understanding in light of the discussion. 				

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 Explore Maps, T18–T19 Explore Media, T282–T283 Explore Infographics, T212–T213</p> <p>Unit 2: Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 Explore Infographics, T80–T81, T202–T203</p> <p>Unit 3: Listening Comprehension, T20–T21, T90–T91, T150–T151, T212–T213, T272–T273 Explore Infographics, T148–T149, T270–T271</p> <p>Unit 4: Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 (Continued) Explore Infographics, T142–T143</p> <p>Unit 5: Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 Explore Infographics, T142–T143 Explore Maps, T84–T85</p> <p>Digital Resources: <i>Resource Download Center: Speaking and Listening</i></p>	<p>34. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>								
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> <p>Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p> <p>Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Listening Comprehension, T20–T21, T90–T91, T150–T151, T212–T213, T272–T273</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275</p> <p>Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273</p> <p>Digital Resources: <i>Resource Download Center: Speaking and Listening</i></p>	<p>35. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>					
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	M. Presentation of Knowledge and Ideas						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Listening Comprehension, T20–T21 Plan Your Personal Narrative, T366 Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487 Publish and Celebrate, T454–T455 Unit 2: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469 Publish and Celebrate, T436–T437 Unit 3: Listening Comprehension, T20–T21 Plan Your Historical Fiction Story, T350 Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471 Publish and Celebrate, T438–T439 Unit 4: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477 Publish and Celebrate, T444–T445 Unit 5: Listening Comprehension, T20–T21 Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475 Publish and Celebrate, T442–T443</p> <p>Digital Resources: <i>Resource Download Center: Speaking and Listening</i></p>	<p>36. Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.</p>						

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Using Media to Record Presentations, T454</p> <p>Unit 2: Extend Research: Include Visuals/Media, T464–T465</p> <p>Unit 3: Create an Audio Recording of a Story, T390–T391 Adding Media, T438–T439 Extend Research: Incorporate Media, T466–T467</p> <p>Unit 4: Extend Research: Include Images, T472–T473</p> <p>Unit 5: Create an Audio Recording, T398–T399 Create a Visual Display, T402–T403 Extend Research: Present a Slide Show, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>37. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Talk About It, T78–T79, T334–T335 Celebrate and Reflect, T486–T487 Unit 2: Reflect and Share: Talk About It, T70–T71, T316–T317 Celebrate and Reflect, T468–T469 Unit 3: Reflect and Share: Talk About It, T78–T79, T318–T319 Celebrate and Reflect, T470–T471 Unit 4: Reflect and Share: Talk About It, T72–T73, T324–T325 Celebrate and Reflect, T476–T477 Unit 5: Reflect and Share: Talk About It, T74–T75, T322–T323 Celebrate and Reflect, T474–T475</p>	<p>38. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>							
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Language						
<p>Student Edition / Teacher Edition Examples: <u>Function of Parts of Speech</u> Unit 1: Pronouns, T430–T431 Adverbs, T434–T435 Common and Proper Nouns, T453, T457, T461, T465 Unit 2: Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413 Adverbs, T416–T417 Unit 3: Verb Tenses, T389, T393, T397, T401, T409 Pronouns, T437, T441, T445, T449 Unit 4: Adverbs, T443, T447, T451, T455 Unit 5: Precise Verbs, T288, T289, T296, T316–T317 Adverbs, T341, T369, T373, T377, T389, T438–T439 Adjectives, T345, T349, T353, T357, T365, T438–T439</p> <p><u>Regular and Irregular Plural Noun</u> Unit 1: Inflected Endings, T96–T97, T120–T121, T142–T143 Spelling: Inflected Endings, T376, T380, T384, T386 Unit 2: Singular and Plural Nouns, T336, T339, T343, T347, T351, T359 Irregular Plural Nouns, T363, T367, T368, T371, T375, T383</p>	<p>N. Conventions of Standard English</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 					

<p>(Continued)</p> <p>Unit 3: Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307 Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448</p> <p>Unit 4: Irregular Plurals, T68–T69, T354</p> <p><u>Abstract Nouns</u></p> <p>Unit 5: Edit for Nouns, T418</p> <p><u>Regular and irregular Verbs.</u></p> <p>Unit 1: Verbs, T450–T451</p> <p>Unit 2: Helping Verbs, T435, T439, T443, T447</p> <p>Unit 3: Irregular Verbs, T413, T417, T421, T425, T433</p> <p><u>Simple Verb Tenses</u></p> <p>Unit 3: Simple Verb Tenses, T164, T389, T393, T397, T401, T409</p> <p><u>Agreement</u></p> <p>Unit 3: Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384</p> <p>Unit 5: Pronoun-Antecedent Agreement, T417, T421, T425, T429, T437</p>	<p>(Continued)</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 							
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<p>(Continued)</p> <p><u>Form and Use Comparative and Superlative Adjectives and Adverbs</u></p> <p>Unit 1: Minilesson: Comparative and Superlative Adjectives, T426–T427 Minilesson: Adverbs, T434–T435</p> <p>Unit 4: Comparing with Adjectives, T419, T423, T427, T431 Adverbs, T443, T447, T451, T455</p> <p>Unit 5: Comparing with Adjectives, T345, T349, T353, T357, T365 Comparative and Superlative Adjectives, T422–T423 Adverbs, T341, T369, T373, T377, T389, T438–T439</p> <p><u>Use Coordinating and Subordinating Conjunctions</u></p> <p>Unit 1: Compound Sentences, T413 Coordinating Conjunctions, T422–T423 Compound Subjects and Predicates, T429, T433</p> <p>Unit 2: Edit for Coordinating Conjunctions, T420</p> <p>Unit 5: Complex Sentences, T401</p> <p><u>Produce Simple, Compound, and Complex Sentences</u></p> <p>Unit 1: Simple Sentences, T356, T361, T365, T369, T377 Compound Sentences, T429, T433, T437, T441, T449</p> <p>Unit 2: Compound Sentences, T420</p> <p>Unit 4: Compound Sentences, T291</p> <p>Unit 5: Complex Sentences, T393, T397, T401, T405, T413</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Capitalize Appropriate Words in Titles</u></p> <p>Unit 2: Citing Sources, T462–T463 Use Commas in Addresses</p> <p>Unit 5: Edit for Punctuation Marks, T426–T427, T441, T445</p> <p><u>Use Commas and Quotation Marks in Dialogue</u></p> <p>Unit 1: Develop Dialogue, T406–T407</p> <p>Unit 3: Compose Dialogue, T394–T395</p> <p>Unit 5: Edit for Commas, T445, T449</p> <p><u>Form and Use Possessives.</u></p> <p>Unit 2: Language & Conventions: Singular Possessive Nouns, T387, T388, T391, T395, T399, T407</p> <p><u>Use Conventional Spelling</u></p> <p>Unit 1: High-Frequency Words, T58–T59, T120–T121, T182–T183 Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464</p> <p>Unit 2: High-Frequency Words, T112–T113, T172–T173</p>	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency words and for adding suffixes to base words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 					
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<p>(Continued)</p> <p>Spell Syllable Patterns, T334, T338, T342, T350</p> <p>Spelling r Controlled Vowels, T358, T362, T366, T374</p> <p>Spell Words with Syllable Patterns, T406, T410, T414, T422</p> <p>Unit 3:</p> <p>High-Frequency Words, T180–T181, T298–T299</p> <p>Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352</p> <p>Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400</p> <p>Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424</p> <p>Spell Irregular Plural Nouns, T432, T436, T440, T448</p> <p>Unit 4:</p> <p>High-Frequency Words, T52–T53, T176–T177, T242–T243</p> <p>Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358</p> <p>Spell Words with the VCCCV Pattern, T366, T370, T374, T382</p> <p>Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406</p> <p>Unit 5:</p> <p>High-Frequency Words, T27, T172–T173, T240–T241, T302–T303</p> <p>Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356</p> <p>Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372</p> <p>Spelling Words with Suffix -en, TT388, T392, T396, T404</p> <p>Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428</p> <p>Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p>	<p>(Continued)</p> <p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency words and for adding suffixes to base words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 						
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<p>(Continued) <u>Use Spelling Patterns and Generalizations</u> Unit 1: Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368 Spelling: Inflected Endings, T376, T380, T384, T392 Spelling: Base Words and Endings, T400, T404, T408, T416 Spell Words with Vowel Digraphs, T424, T428, T432, T440 Spelling: Diphthongs, T448, T452, T456, T464 Unit 2: Spell Syllable Patterns, T334, T338, T342, T350 Spelling r Controlled Vowels, T358, T362, T366, T374 Spelling: Spell Compound Words, T382, T386, T390, T398 Spell Words with Syllable Patterns, T406, T410, T414, T422 Spell Contractions, T430, T434, T438, T446 Unit 3: Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352 Spell Abbreviations, T360, T364, T368, T376 Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400 Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424 Spell Irregular Plural Nouns, T432, T436, T440, T448 Unit 4: Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358 Spell Words with the VCCCV Pattern, T366, T370, T374, T382 Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406</p>	<p>(Continued) 40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency words and for adding suffixes to base words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 					
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<p>(Continued) Spelling: Words That Are Homographs, T414, T418, T422, T430 Spell Homophones, T438, T442, T446, T454 Unit 5: Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356 Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372 Spelling Words with Suffix -en, TT388, T392, T396, T404 Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428 Spelling: Spell Final Stable Syllables, T436, T440, T444, T452</p> <p><u>Consult Reference Materials</u> Unit 1: Using Print or Digital Sources, T94–T95 Academic Vocabulary, T156–T157 Preview Vocabulary, T226–T227 How to Use a Glossary, T502–T503 Unit 2: Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149 How to Use a Glossary, T484–T485 Using a Dictionary or Glossary, T364–T365 Unit 3: Academic Vocabulary, T24–T25 How to Use a Glossary, T486–T487 Unit 4: Academic Vocabulary, T24–T25 How to Use a Glossary: T492–T493 Unit 5: Academic Vocabulary, T24–T25 How to Use a Glossary: T490–T491</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued) 40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency words and for adding suffixes to base words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 						
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	O. Knowledge of Language							
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Choose Words and Phrases for Effect</u></p> <p>Unit 1: Describe Actions, Thoughts and Feelings, T410</p> <p>Unit 4: Choose Words and Phrases for Effect, T86</p> <p>Unit 5: Composing Like a Poet, T362–T363 Compose with Imagery, T366–T367 Compose with Figurative Language, T378 Revise for Word Choice: Verbs, T394–T395</p> <p><u>Differences Between the Conventions of Spoken and Written Standard English</u></p> <p>Unit 1: Celebrate and Reflect, T486–T487</p> <p>Unit 3: Explore and Plan, T458–T459 Celebrate and Reflect, T470–T471</p>	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written Standard English. 							

<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Sentence-Level Context</u></p> <p>Unit 1: Context Clues, T156–T157, T169, T171, T176 Vocabulary in Context, T105, T110, T240, T305</p> <p>Unit 2: Context Clues, T148–T149, T159, T165 Vocabulary in Context, T103, T228, T288</p> <p>Unit 3: Context Clues, T154–T155, T167 Vocabulary in Context, T36, T106, T175, T276, T228</p> <p>Unit 4: Context Clues, T148–T149, T165, T167, T168 Vocabulary in Context, T36, T101, T106, T160, T226</p> <p>Unit 5: Context Clues, T148–T149, T158, T161 Vocabulary in Context, T42, T103, T162, T229, T232</p> <p><u>Determination of New Word Formed When an Affix is Added</u></p> <p>Unit 1: Related Words, T24–T25, T44, T47, T53 Inflected Endings, T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199 Base Words and Endings, T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269, T400, T404, T408, T416</p> <p>Unit 2: Related Words, T24–T25, T35, T37</p> <p>Unit 3: Related Words, T24–T25, T42, T51 Teach Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 							
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<p>(Continued) Suffices, T180–T181, T188–T189, T202–T203 Unit 4: Related Words, T24–T25, T38, T42, T48 Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259 Unit 5: Suffixes, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257 Related Words, T24–T25, T37, T41, T47</p> <p><u>Known Root Word as a Clue to the Meaning of an Unknown Word</u> Unit 1: Academic Vocabulary: Related Words, T24–T25, T44, T47, T53 Unit 2: Academic Vocabulary: Related Words, T24–T25, T35, T37 Unit 3: Academic Vocabulary: Related Words, T24–T25, T42, T51 Unit 4: Academic Vocabulary: Related Words, T24–T25, T38, T42, T48 Unit 5: Academic Vocabulary: Related Words, T24–T25, T37, T41, T47</p> <p><u>Dictionaries to Determine or Clarify the Precise Meaning</u> Students are encouraged to use glossaries and dictionaries throughout the program. For examples see: Unit 1: Using Print or Digital Sources, T94–T95 Academic Vocabulary, T156–T157 Preview Vocabulary, T226–T227 How to Use a Glossary, T502–T503</p>	<p>(Continued)</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 					
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<p>(Continued)</p> <p>Unit 2: Using Print or Digital Sources, T24–T25 Develop Vocabulary, T48–T49 Using Print or Digital Sources, T148–T149 How to Use a Glossary, T484–T485 Using a Dictionary or Glossary, T364–T365</p> <p>Unit 3: Academic Vocabulary, T24–T25 How to Use a Glossary, T486–T487</p> <p>Unit 4: Academic Vocabulary, T24–T25 How to Use a Glossary: T492–T493</p> <p>Unit 5: Academic Vocabulary, T24–T25 How to Use a Glossary: T490–T491</p>	<p>(Continued)</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 						
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Literal and Nonliteral Meanings</u></p> <p>Unit 1: Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240 Analyze Descriptive Language, T318–T319</p> <p>Unit 2: Figurative Language, T45, T208–T209, T227, T230</p> <p>Unit 3: Figurative Language, T50, T216–T217, T230, T236 Context Clues, T154–T155</p> <p>Unit 4: Context Clues, T148–T149 Figurative Language, T44, T238</p> <p>Unit 5: Figurative Language, T208, T230, T234</p> <p><u>Real-Life Connections</u></p> <p>Unit 2: Develop Vocabulary, T170–T171</p> <p>Unit 4: Academic Vocabulary: Analogies, T212</p> <p><u>Shades of Meaning</u></p> <p>Unit 2: Analyze Precise Verbs, T118</p> <p>Unit 5: Revise for Word Choice: Verbs, T394–T395</p>	<p>43. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context. • Identify real-life connections between words and their use. • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). 							
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<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Develop Vocabulary, T56–T57, T118–T119, T312–T313 Academic Vocabulary, T24–T25, T44, T47, T94–T95, T112, T156–T157, T169, T171, T218–T219</p> <p>Unit 2: Develop Vocabulary, T48–T49, T110–T111, T170–T171, T294–T295 Academic Vocabulary, T24–T25, T35, T86–T87, T99, T148–T149, T208–T209, T270–T271</p> <p>Unit 3: Develop Vocabulary, T56–T57, T178–T179, T238–T239, T239–T297 Academic Vocabulary, T12, T24–T25, T51, T94–T95, T106, T154–T155, T216–T217, T276–T277</p> <p>Unit 4: Develop Vocabulary, T50–T51, T110–T111, T302–T303 Academic Vocabulary, T12, T24–T25, T88–T89, T101, T148–T149, T212–T213, T278–T279</p> <p>Unit 5: Develop Vocabulary, T52–T53, T170–T171, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T37, T90–T91, T148–T149, T158, T208–T209, T276–T277</p>	<p>44.Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships.</p>				
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