



**A Correlation of myView ©2020 Grade 3  
To the EQUIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5)**

**Introduction**

This document demonstrates how *myView Literacy*, ©2020 meets the *EQUIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5)*. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

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

**Inspire Confidence and Collaboration**

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

**Focus on Balance and Flexibility**

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

**Nurture Every Learner**

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

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<b>I. Alignment to the Depth of the CCSS</b>	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> <li>• Targets a set of grade-level CCSS ELA/Literacy standards.</li> </ul>	<p><i>myView Literacy</i> is the all-new English Language Arts (ELA) program for teaching Reading-Writing Workshops with rigorous instruction developed to address the standards. It balances student-centered learning with teacher modeling, minilessons, and small group guidance as well as providing a strong foundation with resources to address the instructional shifts of the Common Core Standards. The <i>myView Literacy</i> program has been created to show how the materials address the Common Core State Standards for each grade with an overall progression of complexity of text, within and across grades. This progression facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. The basis of <i>myView Literacy</i> is a reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking, and Listening standards. The program is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. Each grade level focuses on teaching and learning the grade-level CCSS skills in meaningful content and quality context with grade-appropriate instructional methods. From the printed books to the online resources, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts.</p>

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<ul style="list-style-type: none"> <li>• Includes a clear and explicit purpose for instruction.</li> </ul>	<p><i>myView Literacy</i> supports Reading and Writing Workshops with rigorous instruction developed to address the standards. It balances student-centered learning with teacher modeling, minilessons, and small group guidance. Not only is it flexible, but also it is creative, adapting to the needs of all levels of students. The Instructional Model (Grade 3 Teacher’s Edition pages viii-ix) includes Reading, Reading-Writing Bridge, and Writing Workshop culminating in the Project-Based Inquiry.</p> <p>The <i>myView Literacy</i> selections were chosen for their interesting content for each unit topic and because they are high-quality selections written by trade book authors. The program includes authentic literary and informational texts. Grade 3 examples include: award-winning author and poet Chitra Banerjee Divakaruni, award-winning author and illustrator Allan Drummond, Laura Ingalls Wilder, author of beloved children’s books series <i>Little House on the Prairie</i>; Nina Jaffe, United States Representative at the International Festival of Storytelling, award-winning children novelist Jennifer Roy, Celia Godkin, winner of several awards including the Green Earth Book Award, Shirin Yim Bridges, winner of national and international awards for her series of history books, and Aki Sogabe, author and illustrator of several award-winning books that feature her detailed cut-paper artwork.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Includes a clear and explicit purpose for instruction.</li> </ul>	<p><b>Continued</b></p> <p>Students engage in several close readings and discussions of each full-length and shorter authentic texts. Every multi-genre unit begins with a focus on a Spotlight Genre, Essential Question and Theme. From the whole group to the small group Reading Workshop, students are actively involved. Academic Vocabulary words are introduced at the beginning of each unit and revisited throughout the unit. Students preview the selection vocabulary prior to the First Read in Lesson 2 followed by the Close Read in Lessons 3 and 4. Notes for each Read guide instruction with questions to engage and connect the student to the text. After the selection students respond and analyze by giving their view of the text as well as working with vocabulary and completing the Student Interactive Developing Vocabulary and Comprehension Questions.</p> <p>See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T30, T35, T38, T54-T55, Unit 3 pages T106, T109, T120-T121, Unit 5 pages T232, T238, T254-T255</p> <p>The Workshop Overview planning pages match the texts and instruction students need based on data and district guidelines.</p> <ul style="list-style-type: none"> <li>• See the following <b>Week at a Glance Workshop Overview</b> pages: Grade 3 Teacher’s Edition Units 1-5 pages T16-T17.</li> </ul> <p>Teachers use the suggested plan for more support on how to pace the lessons and workshop.</p> <ul style="list-style-type: none"> <li>• <b>Suggested Weekly Plan</b> pages: Grade 3 Teacher’s Edition Units 1–5 pages T18–T19.</li> </ul>

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<ul style="list-style-type: none"> <li>• Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B).</li> </ul>	<p>The goal of the <i>myView Literacy</i> instructional design is to engage students in rich, complex text and ideas in order to advance the vocabulary, concept development, and syntax needed for strong reciprocal writing.</p> <p>A hallmark of the <i>myView Literacy</i> program is its integration of reading and writing using text-based approaches to comprehension that blend vocabulary, speaking, and listening skills. The program’s flexible structure meets the rigor of the standards but allows teachers to personalize instruction. Rigor increases over the course of the year along with student autonomy. The multi-text model is strong, guiding students to become adept at forming strong arguments and citing text evidence to support opinions in discussions and writing about texts.</p> <p>The <i>myView Literacy</i> embedded standard of rigor for all is due in part to the influence of program authors including Julie Coiro, Jim Cummins, Pat Cunningham, Richard Gómez, Elfrieda H. Hiebert, Pamela A. Mason, Ernest Morrell, P. David Pearson, Frank Serafini, Alfred Tatum, Sharon Vaughn, Judy Wallis, and Lee Wright. Challenging and engaging texts are combined with rigorous yet supported activities for all learners. What also sets <i>myView Literacy</i> apart is the Generative Vocabulary Instruction authored by Elfrieda H. Hiebert and P. David Pearson. With more complex texts, students need to be able to generate the meaning of unfamiliar words, or apply knowledge of how words work when encountering new words. Generative words are taught as networks of words, not just single words, allowing students to see the functions of words and make connections among words. With rigor being a widely validated component of motivation, <i>myView Literacy</i> provides multiple means and ample opportunity to open up access to grade-level content and beyond for all levels of learners in both whole and small group.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"><li>• Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B).</li></ul>	<p><b>Continued</b></p> <p><i>myView Literacy</i> contains selections that are at the level of text complexity required by Common Core State Standards in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the texts in each unit of Grade 3.</p>

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<b>Grade 3 Selections</b>	<b>Lexile</b>	<b>Average Sentence Length</b>	<b>Word Frequency</b>	<b>Word Count</b>
<b>Title — Unit 1</b>				
<i>Grandma and the Great Gourd: A Bengali Folk Tale</i>	680L	10.264	3.666	1,519
<i>Why the Sky Is Far Away</i>	810L	12.785	3.633	1,010
<i>Cocoliso</i>	560L	8.258	3.529	991
<i>Living in Deserts</i>	750L	10.289	3,434	1,245
<i>The Golden Flower: A Taino Myth from Puerto Rico</i>	560L	9.482	3.804	787
<b>Title — Unit 2</b>				
<i>Patterns in Nature</i>	540L	7.722	3.503	556
<i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>	990L	14.065	3.364	1,083
<i>Wolf Island</i>	550L	9.25	3.66	888
<i>Welcome Back, Wolves!</i>	700L	8.852	3.312	478
<i>Wolves Don't Belong in Yellowstone</i>	630L	8.314	3.329	424
<i>Nature's Patchwork Quilt: Understanding Habitats</i>	840L	11.776	3.388	789
<b>Title — Unit 3</b>				
<i>Below Deck: A Titanic Story</i>	760L	11.598	3.706	2,540
<i>Granddaddy's Turn: A Journey to the Ballot Box</i>	630L	11.024	3.753	904
from <i>Little House on the Prairie</i>	600L	11.716	3.654	967
from <i>By the Shores of Silver Lake</i>	600L	8.098	3.561	745
<i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>	610L	10.541	3.597	896
<b>Title — Unit 4</b>				
<i>The House That Jane Built: A Story About Jane Addams</i>	710L	12.329	3.686	1,048
from <i>Frederick Douglass</i>	920L	13.433	3.438	1,303
from <i>Milton Hershey: Chocolate King, Town Builder</i>	840L	11.655	3.384	1,317
<i>Green City</i>	880L	12.864	3.543	1,415
<b>Title — Unit 5</b>				
<i>Deep Down and Other Extreme Places to Live</i>	600L	10.793	3.473	993
<i>Earthquakes, Eruptions, and Other Events that Change Earth</i>	730L	9.699	3.408	999
<i>A Safety Plan: In Case of Emergency</i>	770L	11.225	3.545	999
<i>Nora's Ark</i>	630L	11.03	3,673	1,820
from <i>Aesop's Fox</i>	670L	8.96	3.607	1,129

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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> </ul>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the <b>myView Literacy Instructional Model</b> front matter pages for each unit (Grade 5 Teacher’s Edition Units 1–5 pages viii–ix) for an overview of the closely related lesson concepts and the <b>Workshop Overview</b> pages for each unit (Grade 3 Teacher’s Edition Units 1–5 pages T6–T7, T8–T9) for the integrated plan.</p> <p>The <i>Student Interactive</i> (2 volumes) component further integrates reading and writing skills where students read it, write in it, highlight text. It’s an idea book, practice book, and portfolio of learning. The <b>Reading-Writing Bridge</b> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. The pillars of the Reading-Writing Bridge are <b>Read Like a Writer</b> and <b>Write for a Reader</b> (Grade 3 Teacher’s Edition Units 1-5 page xvi). Week 6 is a synthesis of Weeks 1-5 when students complete the Project-Based Inquiry (PBI). Students apply their understanding of the Unit Theme and Essential Question to a collaborative weekly project.</p>

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<ul style="list-style-type: none"> <li>• (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</li> </ul>	<p>Grade 3 is organized into five units with six-weeks of lessons outlined in each. The Unit of Study (Essential Question, Theme, and Multi-Genre) includes three weeks on the Spotlight on Genre exploring the weekly question, two weeks of thematically connected text exploring the weekly question and then week 6 includes the project-based inquiry with leveled research articles. The authentic literary and informational texts provide close reading routines and strategic support and extension in whole and small group work. Texts are divided across each unit into 30 lessons to encourage students to dig deeply into texts. The Leveled Readers align to the unit theme and to the unit Spotlight Genre. See Grade 3 Teacher’s Edition Units 1–5 pages T2-T3 for Unit of Study pages and pages T10-T11 Leveled Readers Library.</p> <p>For each unit a grade-appropriate reading focus is presented for the literary and informational texts. The texts in each unit cover a wide range of topics and content areas, including social studies, math, and science topics. Students engage in several close readings and respond to questions to create content knowledge related to social studies, math, and science concepts: Interact with Sources, Shared Read, Close Read, Matching Texts to Learning, Book Club and Independent Reading. Cross-Curricular Perspectives include a wide variety of activities and exercises in social studies and science. A Writing Focus is presented for each unit that uses the related texts as models to cover social studies, math, and science concepts using the steps of the writing process and stacks of mentor texts.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</li> </ul>	<p><b>Continued</b></p> <p>Students build content knowledge throughout <i>myView Literacy</i> during every lesson of instruction, across units within grades, and across grade levels. Related texts across units ensure that content knowledge is comprehensive and unified. To dig deeply into texts, each thematic unit includes an essential question and unit goals that outline the reading and writing purposes. Essential Questions note what students are expected to know and Unit Goals list tasks students should be able to accomplish throughout and at the end of each unit. Also, students build oral vocabulary by acquiring academic vocabulary and domain-specific words, exemplified in each week’s integrated vocabulary study. See Grade 3 Teacher’s Edition Units 1–5 pages T12-T15.</p> <p><i>myView Literacy</i> connects English Language Arts instruction to the content areas with alternative inquiry projects online. <b>Quest</b> and <b>uEngineer It!</b> Options feature content-area primary sources and hands-on projects designed to address social studies and science topics. See the following examples: Grade 3 Teacher’s Edition Unit 1 page T373, Unit 2 page T355, Unit 3 page T357, Unit 4 page T363, Unit 5 page T361.</p>

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<b>II. Key Shifts in the CCSS</b>	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<p>• <b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</p>	<p>The <b>Week at a Glance: Workshop Overview</b> page provides the same instructional plan for each selection. The lessons for an Informational Text or a Literary Text contain the same lesson sections including <b>Genre and Theme, Shared Read, Close Read</b> and <b>Compare Texts</b> questions. The <b>Reading-Writing Workshop Bridge</b> focuses upon <b>Academic Vocabulary, Word Study, and Read Like a Writer</b> for additional analysis. This reading routine structure is summarized on the <b>Reading Workshop Instructional Model</b> pages for each unit.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher’s Edition Units 1–5 pages x-xi</li> <li>• Grade 3 Teacher Edition Unit 1 pages T92, T96-T105, T106-T125, T126-T129, T130-T133, T134-T137, T138-T143 for literature selection and Grade 3 Teacher Edition Unit 1 pages T228, T232-T241, T242-T269, T270-T273, T274-T277, T282-T289 for informational text selection.</li> </ul> <p>For the selections in <i>myView Literacy</i>, the <b>First Read Strategies</b> with discussion notes/questions and the <b>Close Read</b> questions in the Second Read in the Teacher’s Edition provide two types of comprehension activities. The routine introduces the text and focuses students on understanding the main ideas in the text. The Close Read sections have students examine the text closely through analyzing vocabulary and questions that guide students to Key Ideas and Details and Integration of Knowledge to extend the interpretation of the text using higher-level thinking skills. The Text-Based Discussion questions use discussion routines to direct students to discuss a deeper meaning of a section of the text. These questions require a thorough understanding of the text, and the answers are to be supported by text evidence. See the following examples: Grade 3 Teacher’s Edition Unit 4 pages T30-T31, T38, T40, T166-T167, T172, T177, T180, T183</p>

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<p>• <b>Text-Based Evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p>	<p>For each lesson in the program, the reading materials are accompanied by instruction that helps students read and comprehend the selection to master all aspects of the reading process. The text-dependent and the text-specific questions in the <b>First Read</b> with discussion notes/questions and the Second Read in <b>Close Read</b> and text-based conversation <b>Talk About It</b> also promote finding text evidence in a selection. <b>Reading Workshop Minilessons</b> specifically target teaching all levels of students how to use text evidence effectively. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T62-T63, T64-T65, T346-T347, Unit 2 pages T30-T31, T38, T166-T167, Unit 5 pages T232-T233, T243, T251, T306.</p> <p>Lessons also include questions about visual information, including photos, illustrations, charts, maps, and diagrams. See Grade 3 Teacher’s Edition Unit 1 pages T20-T21, T172, T249, T164-T165, T270-T271, Unit 2 pages T36, T37, T177, T184-T185, Unit 5 pages T33, T54-T55, T92-T93, T170.</p> <p>Each selection ends with students completing in the <i>Student Interactive</i> a Check for Understanding by answering comprehension questions about the lesson’s texts citing text evidence. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T55, T123, T191, Unit 2 pages T47, T146-T147, T181, Unit 4 pages T49, T185, 257.</p>

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<p>• <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p>	<p>Writing activities in <i>myView Literacy</i> are text dependent and require students to confront the text directly. Lesson and unit level writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. Students draw on what they have learned about the writing process to write an argument/opinion, to write to inform/explain, or to write a narrative. The Reading-Writing Bridge provides a purposeful way to connect reading and writing daily. The <b>Read Like a Writer</b> and <b>Write for a Reader</b> integrate reading and writing instruction.</p> <p>• Grade 3 Teacher’s Edition Unit 1 pages T76-T77, T78-T79, T286-T287, T288-T289, Unit 3 pages 140-T141, T142-T143, T274-T275, T276-T277, Unit 5 pages T200-T201, T202-T203, T274-T275, T276-T277</p> <p>The writing strand in <i>myView Literacy</i> address opinion/argument, informative/explanatory, and narrative writing tasks, as required by the Common Core State Standards. Lessons for each mode of writing break apart prompts, provide a walkthrough of the process, and offer guidance in evaluating student writing. In addition to modes of writing, writing lessons also focus on conventions and the writing process. See the <b>Writing Workshop Instructional Model</b> Grade 3 Teacher’s Edition Units 1-5 pages xiv-xv.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</li> </ul>	<p><b>Continued</b></p> <p>In <i>myView Literacy</i>, students receive writing instruction aligned with a unit writing focus beginning with Immerse and Introduce, Develop Elements, Develop Structure, Writer’s Craft, and then Publish Celebrate, Assess. Also, during the <b>Write to Sources</b> minilesson students interact with sources in meaningful ways such as notetaking, annotating, freewriting or illustrating. Students respond to a prompt by writing an opinion/argumentative, explanatory, or narrative paragraph in response to the text and supporting text and drawing on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher’s Edition Unit 1 pages T82-T91, T134-T135, T202-T203, T278-T279, T294-T303, Unit 2 pages T126-T127, T142-T151, T192-T193, T260-T261, T276-T284, Unit 4 pages T76-T85, T126-T127, T196-T197, T212-T221, T268-T269, T280-T289</li> </ul> <p>In the unit-level Project-Based Inquiry students compare texts from within the unit and are given writing tasks which measure mastery of standards. Students revisit the texts and not only use text evidence to support an appropriate response, but also discuss specific ideas in the text that are important to the meaning. Students then explore and plan before conducting research, collaborate and discuss, extend research and then celebrate by publishing/sharing the project and reflecting upon the project.</p> <p>See the following examples: Grade 3 Teacher’s Edition Unit 2 pages T356-T359, T360-T363, T364-T367, T368-T368, T370-T371, T372-T373, Unit 4 pages T364-T367, T368-T371, T372-T375, T376-T377, T378-T381</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</li> </ul>	<p>The all-in-one online <b>Language Awareness Handbook</b> resource supports scaffolded instruction during Reading and Writing Workshop with lessons for reading and writing and routines and activities as well as Language Learning Resources.</p> <p>All of the writing tasks in <i>myView Literacy</i> align to the Common Core State Standards and are supported with teacher instruction and rubrics.</p>

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<p>• <b>Academic Vocabulary:</b> Focuses on building students’ academic vocabulary in context throughout instruction.</p>	<p><i>myView Literacy</i> introduces transferable Academic Vocabulary at the beginning of each unit (<b>Grade 3 Teacher’s Edition Units 1–5 pages T14-T15</b>). Direct from literacy expert Freddy Hiebert, the leading researcher in the Generative Vocabulary methodology, instruction focuses on connections between words of similar meanings or the same morphology. Through instruction and practice, students generate more words connected to the unit Academic Vocabulary. Words are generated by meaning, word parts, and context clues throughout the week and are utilized in the context of the lesson to help students comprehend the meanings and uses of the terms. The <i>Integrate Academic Vocabulary</i> feature supports student learning at point of use. Students Apply the list of words generated within the research Project-Based Inquiry during week 6. Selection Vocabulary is front-loaded to help students unlock the text, then discussed to promote understanding in context and reinforced after reading. <b>Close Reading</b> sections dig deeper into the vocabulary with Vocabulary in Context. Minilessons develop vocabulary by focusing on strategies for all students to apply by guiding students through a variety of strategies to determine meaning using context clues, text features, rephrasing, reasons for word choice, a glossary/dictionary, a thesaurus, word webs, and synonyms and antonyms to connect the word to more words, and semantic maps to see the connections between related words. Throughout <i>myView Literacy</i>, students use transferable academic vocabulary as they utilize text to build knowledge in the disciplines.</p> <p>See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T42, T54-T55, T70-T71, T116, T122-T123, Unit 2 pages T35, T62-T63, T114-T115, T169, T196-T197, T248-T249, Unit 4 pages T54-T55, T177, T188-T189, T204-T205, T311, T334-T335</p>

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<i>A unit or longer lesson should:</i>	
<p>• <b>Increasing Text Complexity:</b> Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p>	<p><b>See Section 1, item 4</b> in Alignment to the Rigor of CCSS for the charts that give the text complexity levels for every selection. Rubrics containing qualitative text measures, quantitative text measures, and Reader and Task Suggestions are provided for all selections.</p> <p><i>myView Literacy</i> provides explicit and systematic instruction and support at point-of-use for all foundational skills—concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Student Interactive, ancillary materials, and digital offerings.</p> <p><i>myView Literacy</i> materials provide all students opportunities to engage with complex texts as defined by the Common Core State Standards. For examples, see the following:</p> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Grade 3 Unit 1: Week 2 <i>Why the Sky Is Far Away</i>; Week 4 <i>Living in Deserts</i></li> <li>• Grade 3 Unit 2: Week 2 <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i>; Week 3 <i>Wolf Island</i></li> <li>• Grade 3 Unit 3: Week 1 <i>Below Deck: A Titanic Story</i>; Week 3 from <i>Little House on the Prairie</i></li> <li>• Grade 3 Unit 4: Week 2 from <i>Frederick Douglass</i>; Week 4 <i>Green City</i></li> <li>• Grade 3 Unit 5: Week 2 <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>; Week 5 from <i>Aesop’s Fox</i></li> </ul>

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<p>• <b>Building Disciplinary Knowledge:</b> Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>Grade 3 is organized into five units with six weeks of lessons in each unit that include Unit Goals, Theme, and Essential Question for students to pursue throughout each unit. Each lesson includes Weekly Questions related to the Theme and Unit Goals. Academic Vocabulary is introduced at the first of each unit with the Oral Vocabulary Routine and revisited throughout the unit at Possible Teaching Point and Integrate Academic Vocabulary. Selection vocabulary is previewed prior to reading and address throughout the lesson to support the unit Theme and Essential Question/Weekly Question which helps students discuss ideas clearly.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher’s Edition Units 1–5 pages T2-T3, T4-T5, T12–T15</li> <li>• Grade 3 Teacher’s Edition Unit 1 pages T20, T30, T35, T54-T5, T134, T174, Unit 3 pages T162, T172-T173, T230, T244, T296, Unit 5 pages T20-T21, T30, T35, T297, T306, T326</li> </ul>

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<p>• <b>Balance of Texts:</b> Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p>All of the selections in <i>myView Literacy</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. <i>myView Literacy</i> has five, multi-genre units each covering six-weeks that focus on a Spotlight Genre, Essential Question, and Theme. The selections reflect a related topic or concept. Students read many genres because each text provides a unique perspective about the theme. A rich variety of literary and informational texts were chosen for these selections. Most selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors.</p> <p><i>myView Literacy</i> features leveled readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. Prompts for leveled readers match whole group minilesson instructional focus targeting text elements and structure. The <i>Leveled Reader Teacher's Guide</i> uses leveled reader lesson plans to support: Guided Reading groups, model and teach skills and strategies, and Possible Teaching Points for differentiation with DOK levels of complexity. The <i>Small Group Guide</i> includes detailed information on the complete Leveled Reader Library and additional support for incorporating guided reading in small group time as well as progress-monitoring tools</p> <p>The complete Online Access to the Leveled Reader Library includes audio and word-by-word highlighting. Online Leveled Reader Support includes ELL Access Videos build background and Interactive Graphic Organizers to make reading and thinking active. Reading Spot App allows access to thousands of additional leveled readers and texts. Teachers can search for titles by Lexile® level, Guided Reading level, student interests and genre, language, and grade level. An equal balance of literature and informational texts appear in each unit and all leveled readers.</p>

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<p>• <b>Balance of Writing:</b> Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>Writing instruction is an integral part of each lesson’s instructional plan in which students write in response to high-quality, complex texts. In <i>myView Literacy</i>, students write every day. With flexible minilessons, conferring support, and helpful evaluation tools, students will develop the skills to become independent writers.</p> <p>Beginning with the Unit Introduction through the Project-Based Inquiry, students continuously utilize the <i>Student Interactive</i> (print or digital) to read, write, and highlight. It is an idea book, practice book, and portfolio of learning. In grades 2-5, students also utilize a writing notebook where students apply their learning in their own writing for writing drafts. Students can write their final copies in their writing notebooks or keyboard their final copies. The Reading/Writing Workshops require students to use text evidence to support ideas, claims, and opinions when they respond in writing.</p> <p>The <b>Reading-Writing Bridge</b> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. The pillars of the Reading-Writing Bridge are Read Like a Writer and Write for a Reader. The skills are integrated at point of use in the Reading and Writing Workshop.</p> <p>Each lesson includes a Writing lesson that takes students through the steps in the writing process and focuses on the traits and craft of good writing. Students use Mentor Stacks to examine traits common to the genre of text they are writing, e.g., personal narrative, or compare-and-contrast essay. Throughout each week students move through the steps to write independently: Modeled, shared, Guided and Independent Writing. Students write an argument/opinion, to write to inform/explain, or to write a narrative. During the wide variety of writing applications, <i>myView Literacy</i> supports English language learners as well as both struggling and accelerated writers.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• <b>Balance of Writing:</b> Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</li> </ul>	<p><b>Continued</b></p> <p>Each unit also includes a longer <b>Project-Based Inquiry</b> writing task that digs deeper into the concepts and serves as a unit performance assessment. Students closely review unit texts to form ideas and plan writing as they focus on the writing process. Leveled Research Articles help every student in class participate and use evidence for understanding. Students explore and plan, conduct, refine and extend research, collaborate and discuss to complete the project. Students then present their writing to the class and create multimedia presentations through audio and video recording. The task involves writing, listening, and speaking skills and has students using technology.</p> <p>Unit-level and lesson-level writing tasks provide structure to guide students through each step in the writing process with activities that explore an equal balance of narrative, informative/explanatory, and opinion/argument writing.</p>

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<b>III. Instructional Supports</b>	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing and speaking about texts.</li> </ul>	<p>The Student Interactive (print or digital) is an idea book, practice book, and portfolio of learning. Students read it, write in it, and highlight text cultivating interest and engagement. A basic tenet of the questioning technique is to promote understanding of the text while thinking, learning, and living the content. Students who become involved in the reading experience are truly capable of gaining information and worthwhile content. The choice of the selections and the design of the questions help to ensure that students will become actively involved in the reading process. The question's Level of Complexity measures a student's Depth of Knowledge (DOK). <i>myView Literacy</i> annotates questions for the <b>Close Read</b> which allows teachers the ultimate flexibility with differentiating instruction and for the <b>Check for Understanding My Turn</b> questions at the end of each selection.</p> <ul style="list-style-type: none"> <li>• See the following Grade 3 Teacher's Edition examples: Unit 1 pages T33, T38, T55, T179, T189, T191, Unit 3 pages T37, T43, T55, T176, T183, T189, Unit 5 pages T241, T247, T255, T316, T320, T323</li> </ul> <p>Students <b>Turn and Talk</b> in the Spotlight on Genre minilesson citing text evidence during the discussion. After each selection, students <b>Reflect and Share</b> with <b>Talk About It</b> and <b>Write to Sources</b>. Students use the strategies that have been focused upon, modeled and practiced for making connections to text. Students interact with sources writing responses using evidence from the texts they have read.</p> <p><b>MyView - Write About It</b> offers additional practices with a new prompt for response.</p> <ul style="list-style-type: none"> <li>• See the following Grade 3 Teacher's Edition examples: Unit 1 pages T25, T66-T67, T101, T134-T135, Unit 3 pages T25, T167, T266-T267, T330-T331, Unit 4 pages T25, T60-T61, T115, T126-T127</li> </ul>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing and speaking about texts.</li> </ul>	<p><b>Continued</b></p> <p>The <b>Reading-Writing Bridge</b> provides a purposeful way to connect reading and writing daily. <b>Read Like a Writer</b> has students exploring author’s craft from the reader’s perspective. <b>Write for a Reader</b> focuses on the writer’s craft and on process writing by analyzing and modeling writing for an audience.</p> <ul style="list-style-type: none"> <li>• See the following Grade 3 Teacher’s Edition examples: Unit 2 pages T66-T67, T68-T69, T200-T201, T202-T203, Unit 4 pages T134-T135, T136-T137, T204-T205, T206-T207, Unit 5 pages T200-T201, T202-T203, T342-T343, T344-T345</li> </ul> <p>The student-led <b>Book Club</b> offers weekly routines that encourage collaboration about texts and fosters social-emotional learning. At the end of the unit, the groups have the change to share some of the discoveries and understandings their clubs have reached about books through their conversations.</p> <ul style="list-style-type: none"> <li>• See the following Grade 3 Teacher’s Edition examples: Unit 1 pages T392-T405, Unit 2 pages T374-T387, Unit 3 pages T376-T389, Unit 4 pages T382-T395, Unit 5 pages T380-T393</li> </ul>

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<ul style="list-style-type: none"> <li>• Addresses instructional expectations and is easy to understand and use.</li> </ul>	<p><i>myView Literacy</i> is the all-new English Language Arts (ELA) program for teaching K-5 Reading-Writing Workshops. It balances student-centered learning with teacher modeling, minilessons, and small group guidance. The program focuses on balance and flexibility. Instruction is clearly delineated as students and teachers develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration allow teachers to balance what he/she has to teach with what students need through a gradual release of responsibility. See Grade 5 Teacher’s Edition Units 1–5 pages x-ix for the diagram of the instructional model.</p> <p><i>myView Literacy</i> is a comprehensive set of resources for Reading and Writing Workshop. Teachers can easily navigate the resources by following the color-coding key. The Quick Start Guide on the front of the User’s Guide tab illustrates what is expected during each week. Each unit includes six weeks of lessons with specific objectives listed for each lesson, exercise, and activity that clearly note concepts and skills students should understand throughout the unit.</p> <p>Essential Questions, Weekly Question and Unit Goals state what students should know; the culminating Project-Based Inquiry occurs in week 6 of each unit where students apply their understanding of the Unit Theme and Essential Question. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions.</p> <p>Grade 3 Teacher’s Edition See the following examples: Grade 3 Teacher’s Edition Units 1–5 pages T12-T13; Unit 1 pages T18-T19, T92-T93, T134, T174, T373-T391, Unit 3 pages T98-T99, T162-T163, T179, T357-T375, Unit 4 pages T22, T88-T89, T114, T130, T152-T153, T260-T261, T363-T381.</p>

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<p>• Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</p>	<p>Each selection is accompanied by questions in the First Read with the reading routine to help students comprehend the text. The Close Read questions used in the Second Read extend the interpretation of the text using higher-level thinking skills with questions applied to the text and supported by text evidence. <i>myView Literacy</i> offers rigorous minilessons to teach a close reading routine that includes reading, rereading, answering questions, and citing text evidence. Small group Teacher-Led Options offer flexibility and support including Strategy Group, Intervention Activity, On-Level and Advanced, Conferring, Leveled Readers, Independent Reading, Literacy Activities, Book Club and then Whole Group Share to reinforce the targeted concepts. All students have access to complex text with explicit and systematic support. The leveled reader lesson plans in <i>Leveled Reader Teacher's Guide</i> supports Possible Teaching Points for differentiation with DOK levels of complexity. In addition, the <i>Language Awareness Handbook</i> (online) offers additional support with research-proven scaffolds and strategies for reading and writing. See the following examples: Grade 3 Teacher's Edition Unit 1 pages T30-T31, T35, T56-T57, T62-T63, T102-T103, T114, T124-T125, Unit 2 pages T98-T99, T104, T118-T121, T178, T232-T233, T239, T256-T259, Unit 4 pages T100-T101, T109, T118-T121, T232-T233, T236-T237, T241, T260-T261</p>

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<ul style="list-style-type: none"> <li>• Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> </ul>	<p>Each selection provides opportunities to focus on challenging text through a close reading and discussion of specific sections of the text. <b>Close Read</b> sections guide students through the text using text evidence. Reading Workshop minilessons specifically address strategies and skills for student success. Students interact with a wide variety of sources during Lesson 1 <b>Weekly Launch</b>. See the following examples: Grade 3 Teacher’s Edition Units 1 pages T35, T37, T45 T62-T63, T232-T233, Units 4 pages T20-T21, T39, T112, T276-T277, T171, T18, Unit 5 pages T33, T41, T51, T258-T259.</p> <p><b>Talk About It</b> minilessons provide supports that promote deep thinking. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T66-T67, T346-T347, Unit 2 pages T58-T59, T328-T329, Unit 3 pages T66-T67, T330-T331, Unit 4 pages T60-T61, T336-T337, Unit 5 pages T62-T63, T334-T335</p>

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<ul style="list-style-type: none"> <li>Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</li> </ul>	<p>At all grade levels in <i>myView Literacy</i>, scaffolded instruction for English Language Learners is provided in each lesson with tips and strategies for teacher mediation of content. <b>ELL Targeted Support</b> is embedded at Point of Use in the Teacher’s Edition. ELL strategies support English language acquisition during whole group minilessons or in strategy groups. The ELL Targeted Support feature addresses the Emerging, Developing, Expanding, and Bridging student. See the following examples: Grade 5 Teacher’s Edition Unit 1 pages T24, T120, T190, T262, Unit 3 pages T60, T122, T202, T328</p> <p>All of the <b>Teacher-Led Small Group</b> options offer additional support for students who need an <b>Intervention Activity</b> or <b>ELL Targeted Support</b>. Teachers assess and then differentiate utilizing the Quick Check to determine appropriate small group instruction. A multitiered system of intervention helps support each student’s potential success and achieve the best outcomes. The <i>myFocus Intervention Teacher’s Guide</i> and <i>myFocus Reader</i> intervention resources connect to the week’s instruction. Teachers focus on skill development in small group instruction and provide more time on task for students. See the following examples: Grade 3 Teacher’s Edition Unit 2 pages T28, T124, T190, T258, Unit 4 pages T54, T120, T186, T262.</p> <p>Prior to the Shared Read, <b>Introduce the Text</b> lessons provide more intensive readiness before reading with a preview, background knowledge building, visual and vocabulary support. The <b>ELL Access</b> feature helps prepare students with specifics for the lesson as well as the oral reading Listening Comprehension Reading Workshop. The <b>ELL Language Transfer</b> vocabulary support includes a cognate/language explanation feature for text vocabulary. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T30-T31, T70, T270, T318-T319, Unit 5 pages T102-T103, T196, T270, T326.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</li> </ul>	<p><b>Continued</b></p> <p>In addition, the <i>Language Awareness Handbook</i> (online) offers additional support with research-proven scaffolds and strategies for reading and writing. Teachers match students to texts with <b>Leveled Readers</b> written to Guided Reading levels and are connected to the unit themes and genres. The complete online access to the <b>Leveled Reader Library</b> includes audio and word-by-word highlighting features. <b>ELL Access Videos</b> provide background and help English language learners comprehend leveled readers. See the following examples: Grade 3 Teacher's Edition Unit 2 pages T10-T11, T94-T95, T97, T228-T229, T231, Unit 4 pages T10-T11, T96-T97, T99, T304-T305, T307.</p> <p><i>myView Literacy</i> creates positive and affirming experiences for each student and helps teachers make the necessary accommodations for varying levels of proficiency.</p>

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<ul style="list-style-type: none"> <li>• Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul>	<p><i>myView Literacy</i> creates opportunities for student success by providing a nurturing environment that empowers students to become independent learners. The program provides extension activities for students introduced in the <b>Teacher-Led Options</b> two-page spread (Color-coded Yellow). Teachers <b>Assess &amp; Differentiate</b> to determine the appropriate option. For On-Level /Advanced students, the <b>Inquiry - Question and Investigate</b> is introduced and students conduct research throughout the week culminating in Lesson 5 <b>Inquiry - Organize Information and Communicate/Critical Thinking</b>. See the online <i>Extension Activities</i> in the <i>Resource Download Center</i> online resources for additional details. Also <b>Leveled Readers, Independent Reading</b> and <b>Literacy Activities</b> feature extensions and advanced texts. Leveled readers are connected to the unit themes and genres and match text to students' instructional level. See the <i>Small Group Guide</i> for detailed information on the complete library, additional support for incorporating into small group time, and progress monitoring tools. Independent Reading and Literacy Activities develop independent self-sustained readers. The instruction in <i>myView Literacy</i> extends and enhances reading comprehension of complex texts.</p> <ul style="list-style-type: none"> <li>• See the following Grade 3 Teacher's Edition examples: Unit 1 pages T10-T11, T28-T29, T30, T172-T173, T174, T241, Unit 3 pages T10-T11, T104-T105, T106, T202-T203, T204, T238, Unit 5 pages 10-T11, T304-T305, T306, T336</li> </ul>

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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>).</li> </ul>	<p>Coverage of Common Core State Standards within and across grade levels of <i>myView Literacy</i> constitutes a learning progression that follows the manner in which the skills and concepts of the standards naturally advance and deepen over time.</p> <p>In addition, unit themes and Essential/Weekly Questions allow students to build content knowledge on various topics from week to week. Numerous science and social studies informational texts foster the accumulation of conceptual understanding across grade levels.</p> <p><i>myView Literacy</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. A gradual release of responsibility progresses students through the <b>Interact with Sources, Listening Comprehension/Read-Aloud Routine, Shared Read/Close Read Routine, Reading-Writing Workshop Bridge, Writing Process, Independent Writing/Reading, and Project-Based Inquiry</b>. Discussion questions for the First Read of texts help students comprehend the text and genres. Each lesson includes Weekly Questions connected to the Unit Theme and Essential Question. Most lessons follow the same routines for instruction and a carefully constructed lesson plan that provides an overview before digging deeper into the texts. Teachers can customize their own plan with minilessons, small group options, and flexible teaching resources. See the following examples of the Suggested Weekly Plan: Grade 3 Unit 1 pages T18–T19, Unit 2 pages T86–T87, Unit 3 pages T160–T161, Unit 4 pages T224–T225, Unit 5 pages T294–T295.</p>

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<ul style="list-style-type: none"> <li>• Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> </ul>	<p>The <i>myView Literacy</i> instructional model provides supports for students to gain comprehension and then dig deeper into the text. Scaffolded supports during the reading of the texts provide access to the text for those students who need more help with reading comprehension. <i>myView Literacy</i> offers rigorous minilessons to teach a close reading routine that includes reading, rereading, answering questions, and citing text evidence. Then independent activities allow all students to apply what they have learned from previous lesson supports. Teacher-led options offer flexibility and support for students to achieve and learn independently. Writing Workshop Minilesson Bank supports standards-driven writing skill development and student progress toward independent writing. The <b>Steps to Writing Independently</b> move from high teacher support with a gradual release to low teacher support involving Modeled, Shared, Guided and then Independent Writing. Each minilesson has options to use for Modeled, Shared, or Guided Writing. Scaffolding boosts students' confidence and skills while building a solid writing foundation. Each unit culminates with <b>Project-Based Inquiry</b>. The project embeds the unit theme and standards in a creative, rigorous, and authentic way. Also, students form a Book Club, a collaborative group to discuss the unit trade books or self-selected authentic texts. See the following examples: Grade 3 Teacher's Edition Unit 1 pages T13, T30, T35, T64-T65, T83, T372, T392, Unit 3 pages T13, T106, T116, T126-T127, T149, T356, T376, Unit 5 pages T13, T166, T171, T186-T187, T193, T209, T360, T380</p>

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<ul style="list-style-type: none"> <li>• Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> </ul>	<p>Authentic learning and literacy skill application is included in the questioning strand. For each text, students are asked to answer text-based questions and to apply learning in answering questions that require higher-level thinking skills. Throughout the First and Close Read, students are actively involved with the text. At the end of every selection students are asked to independently respond and analyze on texts, learning, and concepts using the Student Interactive.</p> <p>See Grade 3 Teacher’s Edition Unit 2 pages T38, T46-T47, T168, T180-T181, T316-T317, Unit 4 pages T48-T49, T111, T183, T184-T185, Unit 5 pages T41, T114-T115, T175, T180-T181, T243.</p> <p>Weekly routines support student-led Book Clubs which encourages collaboration and fosters social-emotional learning. Students form groups to discuss the unit trade books or self-selected authentic texts. The Book Club Plan encourages student ownership and suggested titles provide choice to increase student engagement. Step-by-step instructional support helps guide the Book Club for the suggested text. The <i>Small Group Guide</i> provides implementation options and strategies for the teacher. See Grade 3 Teacher’s Edition Unit 1 pages T392-T405, Unit 2 pages T374-T387, Unit 3 pages T376-T389, Unit 4 pages T382-T395, Unit 5 pages T380-T393</p> <p>Students become better writers by writing regularly. In <i>myView Literacy</i>, students write every day. With flexible minilessons conferring support, and helpful evaluation tools, student will develop to become independent writers. Thirty-five minilessons for every unit. Being part of the Writing Club supports student success. The scaffolding in <b>Steps to Writing Independently</b> boosts students’ confidence and skills while building a solid writing foundation:</p> <ul style="list-style-type: none"> <li>• Modeled Writing</li> <li>• Shared Writing</li> <li>• Guided Writing</li> <li>• Independent Writing</li> </ul> <p>See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T82-T91, T218-T227, T362-T371, Unit 4 pages T142-T151, T284-T293, T352-T361.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> </ul>	<p><b>Continued</b></p> <p>During week 6 of each unit, students complete the Project-Based Inquiry which connects the unit theme to real-world learning by researching and problem-solving an issue related to the theme. Final publications are shared and celebrated. Then students reflect on their project, goals, reading, and writing for the unit. See the following examples: Grade 3 Teacher’s Edition Unit 2 pages T358-T372, Unit 3 pages T360-T374, Unit 5 pages T364-T378.</p>
<ul style="list-style-type: none"> <li>• Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</li> </ul>	<p>Conventions instruction is closely integrated into the content of each lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson.</p> <p>Each lesson found within the Reading-Writing Workshop Bridge includes a <b>Language and Conventions</b> section that introduces and models concepts. Lesson 4 connects the weekly focus to the Writing Workshop. The skills are integrated at point of use in the Reading and Writing Workshop. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T80-T81, T148-T149, Unit 2 pages T206-T207, T342-T343, Unit 4 pages T282-T283, T350-T351.</p> <p>Additional practice, printable pages for language and conventions are available. Also, the online <i>Language Awareness Handbook</i> provides additional writing support. The <i>Weekly Standards Practice PowerPoint Presentations</i> can be exit tickets to immediately assess students’ understanding for language and conventions. Discussion Charts for group conversations help reinforce speaking and listening skills.</p>

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<ul style="list-style-type: none"> <li>• Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>).</li> </ul>	<p>Independent Reading is a key component in <i>myView Literacy</i> because one of the best ways to become a stronger reader is to do a lot of reading. Within each unit, students read on their own during independent reading time following steps to help them select a book they will enjoy. At all the beginning of each unit, <i>Student Interactive</i> provides an Independent Reading Log for students to record the date, book, genre, pages read, minutes read and their ratings. See Grade 3 Teacher’s Edition Units 1-5 pages T12-T13.</p> <p>Independent Reading support is also offered within the Book Club framework which is a time for students to discover the enjoyment of reading. The focus will be on their interactions with the book and with their fellow club members as well as well as applying some of the same thinking they have been introduced to in the <i>Student Interactive</i> for that unit. Teachers can utilize Book Club options in the <i>Small Group Guide</i> for help with Book Club roles and responsibilities, routines, and guiding a student-led Book Club. See the following examples: Grade 3 Teacher’s Edition Unit 1 pages T392-T393, Unit 2 pages T374-T375, Unit 3 pages T376-T377, Unit 4 pages T382-T383, Unit 5 pages T380-T381.</p>

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<ul style="list-style-type: none"> <li>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><i>myView Literacy</i> provides several technology components to enhance and expand learning and instruction. Student and teacher print resources are available digitally on SavvasRealize.com. For digital offerings, see Grade 3 Teacher’s Edition Units 1–5 pages vi-vii.</p> <p>Engaging digital tools connect students with content anytime, anyplace. The Unit Launch Videos spark interest, make connections, and build knowledge to improve students’ comprehension. Clear teaching suggestions set the purpose for watching the video as well as help them recognize characteristics of digital texts before students participate in the Turn, Talk, and Share activity. See Grade 3 Teacher’s Edition Units 1-5 pages T12-T13.</p> <p>myView Literacy features leveled readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. Complete Online Access to the Leveled Reader Library includes audio and word-by-word highlighting. Online Leveled Reader Support actively involves students in the learning process. In addition, the ELL Access Videos provide background and help English language learners comprehend leveled readers. Interactive Graphic Organizers make reading and thinking active. Learning Games can be used during independent practice and center activities for foundational skills and spelling. The Interactives in grades 3-5 make learning active and fun. See Grade 3 Teacher’s Edition Units 1-5 pages T10-T11.</p> <p>Writing lessons with a focus on research have students use digital sources and media to deepen knowledge of a research topic or text. The Project-Based Inquiry students complete during week 6 includes lessons and application of research skills: Conduct, Refine and Extend Research. Students evaluate sources and use different technological techniques. See the following examples: Grade 5 Teacher’s Edition Unit 2 pages T362-T363, T366-T367, T368-T369, Unit 3 pages T364-T365, T368-T369, T370-T371, Unit 5 pages T368-T369, T372-T373, T374-T375.</p>

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<b>IV. Assessment</b>	
<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i>	
<ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).</li> </ul>	<p><i>myView Literacy</i> provides a comprehensive and ongoing system of assessment opportunities to monitor student progress on mastery of the standards. Daily Formative Assessment integrates daily routines and informal opportunities to measure student understanding and monitor progress for targeted skills and standards. Integrated formative assessments include:</p> <ul style="list-style-type: none"> <li>• Quick Checks</li> <li>• Observational Assessments</li> <li>• Assess and Differentiate</li> <li>• Rubrics</li> <li>• Assess Prior Knowledge</li> <li>• Conferencing Checklists</li> <li>• Assess Understanding</li> </ul> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher’s Edition Unit 1 pages T55, T127, T179, T209, T244, Unit 3 pages T25, T39, T71, T121, T197, Unit 5 pages T51, T111, T115, T246, T316</li> <li>• Grade 3 Teacher’s Edition Assessment Overview Units 1–5 pages xviii–xix</li> </ul> <p>Weekly Assessments include:</p> <ul style="list-style-type: none"> <li>• <i>Progress Check-Ups</i> Teacher’s Manual- frequent assessments to measure progress against the standards</li> <li>• <i>Cold Reads for Fluency and Comprehension</i> -measure comprehension and reading rate with passages for 3 different levels of difficulty</li> <li>• <i>Weekly Standards Practice PowerPoint® Presentations</i> - project these as exit tickets to immediately assess students’ understanding</li> </ul> <p>Teachers also utilize the Grade 3 Data-Driven <i>Assessment Guide</i>. It is an easy to use guidance, strategies and tools for all types of literacy assessments as well as useful information for fostering student learning.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).</li> </ul>	<p><b>Continued</b></p> <p>Each unit culminates with Project-Based Inquiry. The project which also serves as a unit performance assessment embeds the unit theme and standards in a creative, rigorous, and authentic way. The project combines inquiry and research skills, requires collaboration and teamwork, builds 21<sup>st</sup> century skills, like innovation and creativity, supports social-emotional development as well as developing speaking and listening skills. The 4-Point Research Project Rubric guides students and teachers to see exactly what is expected in the assessment. See the following examples: Grade 3 Teacher’s Edition: Unit 1 pages T373-T391, Unit 2 pages T355-T373, Unit 3 pages T357-T375, Unit 4 pages T363-T381, Unit 5 pages T361-T379</p>

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<ul style="list-style-type: none"> <li>• Assesses student proficiency using methods that are unbiased and accessible to all students.</li> </ul>	<p>Assessing a variety of types of knowledge and levels of thinking, <i>myView Literacy</i> assessment takes place in multiple formats, both pencil-and-paper and performance-based. At each grade level, students demonstrate their knowledge of content and ability to employ various strategies through tasks that evoke critical thinking in projects, presentations, written assignments, and discussion in response to deep-thinking questions. Informative/Explanatory writing, both assigned and in response to self-interest topics, requires students to engage in research from a variety of sources. Formal assessment includes quick-response, multiple-choice items, short written response items, and extended constructed response items in response to topical prompts. All items are in response to relevant standards and planned learning outcomes. <i>myView Literacy</i> contains comprehensive ancillary assessment components. These assessments can be administered easily from the beginning of the year (Baseline Assessments) through each lesson or unit of instruction (both Formative Assessment Options, Assess Understanding and the Project-Based Inquiry). Each of the five Unit Tests assess the standards taught in each unit; every item is aligned to the standards. The Reading Comprehension section includes new passages of literary and informational text; the Writing section have students write in response to a prompt using the mode of writing in the genre of the unit. Also, Mid-Year Test and End-of-Year Test measure student progress in the grade-level standards. See Grade 5 <i>Summative Assessments Teacher’s Manual</i>. Assessments are also part of the student instruction (Independent Reading Units 1-5, T13; Reading Workshop Minilesson Formative Assessment Options/Quick Check Unit 1 pages T562-T63, Unit 2 pages T114-T115, Unit 4 pages T122-T123; and Writing Workshop Formative Assessment Conference Prompts Unit 5 pages T284.)</p>

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<ul style="list-style-type: none"> <li>• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> </ul>	<p><i>myView Literacy</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The <i>Small Group Guide</i> provides progress monitoring tools, additional support for incorporating guided reading in small group time and detailed information on the complete Leveled Reader Library, <b>if/then prompts</b> and <b>rubrics</b> help teachers with one-on-one writing conferences. Through the Writing Assessment suggestion, teachers can assess student writing where the student will independently apply the writing skills from the unit with a new prompt. The 4-Point writing rubric in each unit reflects the mode of writing. A 4-Point Research Project Rubrics accompany all Project-Based Inquiry when students write to sources and cite text evidence in their writing. At the end of the Unit each student Reflects on the Unit in his/her Student Interactive. The Reading and Writing Strategy Assessments help teachers monitor student progress.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher’s Edition Unit 1 pages T65, T220, T370-T371, T373, T391, Unit 2 pages T76, T123, T352-T353, T373, Unit 3 pages T61, T150, T357, T375, Unit 4 pages T144, T185, T367, T385, Unit 5 pages T53, T210, T358-T359, T361, T379</li> </ul> <p>The Digital Assessment Tools make assessment manageable and informative for teachers. Easy-to-use digital tools help with everything from viewing the standards mastery data to grading and customizing. The Online Assessment allows teachers to</p> <ul style="list-style-type: none"> <li>• Create and customize tests by standard,</li> <li>• View mastery of the standards,</li> <li>• View results by assignment,</li> <li>• Prescriptive—every item is tied to a myFocus Intervention lesson, and</li> <li>• Use data and item analysis reports to check student progress and create small groups. The <i>realizescout Observational Assessment App</i> captures real-time observations when conferring with students and includes built-in assessments focus observations.</li> </ul>

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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>At grade 3-5, <i>myView Literacy</i> follows a Reading Workshop, Reading-Writing Bridge, Writing Workshop and culminating with the Project-Based Inquiry.</p> <p>Beginning with the Genre &amp; Theme, students Interact with Sources. This activity is followed by a Listening Comprehension Read Aloud at the beginning of each lesson. The Shared Read ensures that students first comprehend the text, and second, further evaluate and interpret the text. Only after this careful comprehension occurs are students asked to provide further evaluation or interpretation through Respond and Analyze followed by the Close Read and other weekly assessments. The <i>myView</i> program offers rigorous minilessons to teach a close reading routine that includes reading, rereading, answering questions, and citing text evidence. Each one is followed by Formative Assessment Options and Quick Check. See the following examples: Grade 3 Teacher's Edition Unit 1 pages T20-T21, T98-T99, T190-T191, T210-T211, T288-T289, Unit 3 pages T22-T23, T66-T67, T162-T163, T196-T197, T276-T277, Unit 5 pages T20-T21, T152-T153, T194-T195, T218-T219, T256-T257</p> <p>A comprehensive assessment system includes formative and summative opportunities. The <i>myView Literacy Assessment</i> offerings include Formative Assessment Options, Quick Check, Assess Understanding, and Project-Based Inquiry. <i>myView Literacy</i> helps teachers plan, assess, and guide project-based inquiry. The "Integrate Your Instruction" identifies the standards and outcomes as well as content-area connections.</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p><b>Continued</b></p> <p>The Summative Assessments include the following:</p> <p><b>BASELINE TEST</b></p> <ul style="list-style-type: none"> <li>• Beginning of the year test to assess students' skill competence</li> <li>• Items aligned to key standards from the previous year and the upcoming year</li> <li>• Includes a fluency test</li> </ul> <p><b>UNIT TESTS</b></p> <ul style="list-style-type: none"> <li>• Assesses the standards taught in each unit</li> <li>• Every item is aligned to the standards</li> <li>• Reading comprehension—new passages of literary and informational text</li> <li>• Writing—write in response to a prompt using the mode of writing in the genre of the unit</li> </ul> <p><b>MID-YEAR TEST and END-OF-YEAR TEST</b></p> <ul style="list-style-type: none"> <li>• Measures student progress in the grade-level standards</li> </ul> <p>Grade 3 Assessment Resources include <i>Assessment Guide, Progress Check-ups Teacher's Manual Summative Assessment Teacher's Manual with Student Reproducibles, and Cold Reads for Fluency and Comprehension Teacher's Manual with Student Reproducibles.</i></p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Grade 3 Teacher's Edition Assessment Overview Units 1–5 pages xviii–xix</li> <li>• Grade 3 Teacher's Edition Unit 1 pages T372-T390, Unit 2 pages T354-T372, Unit 3 pages T356-T374, Unit 4 pages T362-380, Unit 5 pages T360-T378</li> </ul>