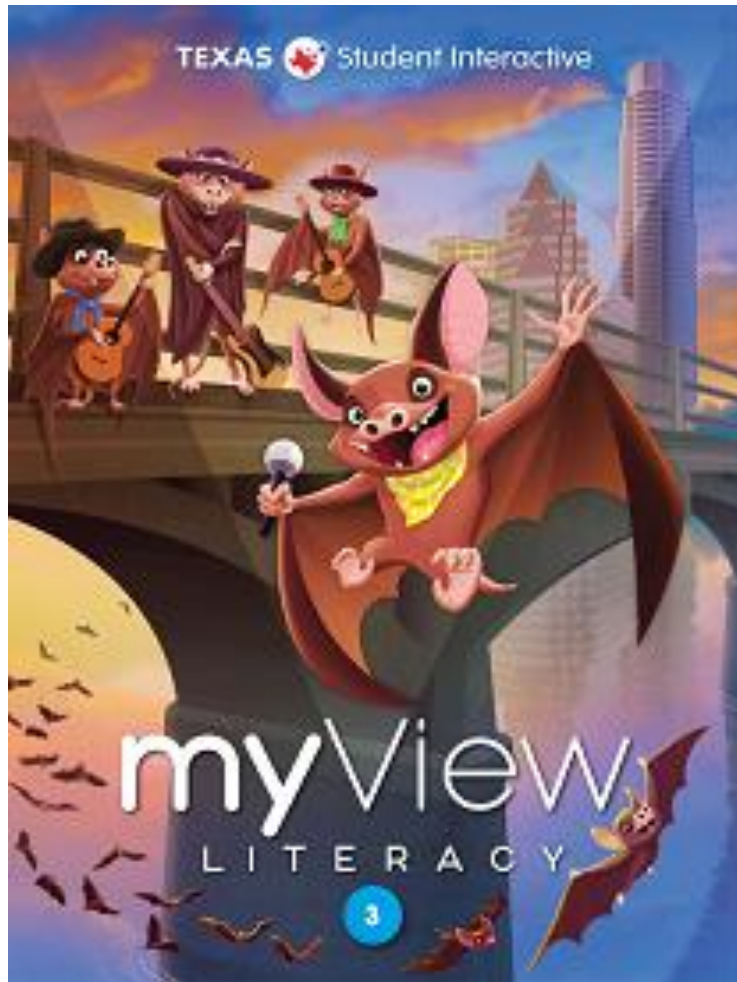


A Correlation of



©2019

To the

Texas Essential Knowledge and Skills for Social Studies Grade 3

A Correlation of Texas myView Literacy, Grade 3, ©2019 to the Texas Essential Knowledge and Skills for Social Studies

Introduction

This document demonstrates how *Texas myView Literacy* content for Grade 3 meets the Texas Essential Knowledge and Skills for Social Studies, Grade 3. References are to the Teacher Edition.

Texas myView, ©2019 is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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Texas Essential Knowledge and Skills for Social Studies Grade 3	Texas myView Literacy Grade 3, ©2019
Grade 3 – Knowledge and Skills	
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	
<p>(A) describe how individuals, events, and ideas have changed communities, past and present;</p>	<p>Unit 1: Matching Texts to Learning: <i>Seeds of Hope</i>, T103 Cross-Curricular Perspectives: Social Studies, Dialects, T185 Cross-Curricular Perspectives: Social Studies, Friar Ramon Pane, T333</p> <p>Unit 3: Matching Texts to Learning: <i>Inspiring Kids</i>, T26 Cross-Curricular Perspectives: Social Studies, <i>Titanic</i>, T33 Cross-Curricular Perspectives: Social Studies, <i>Titanic</i>, T45 Cross-Curricular Perspectives: Social Studies, Captain of the <i>Carpathia</i>, T53 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Interact with Sources: Explore the Infographic, American Heroes, T162-T163 Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 Matching Texts to Learning: <i>Community Heroes</i>, T236 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237 Cross-Curricular Perspectives: Social Studies, Kenya, T242 Cross-Curricular Perspectives: Social Studies, Wangari Maathai, T245 Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Essential Question: Events, T12 Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27</p>

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<p>(Continued) describe how individuals, events, and ideas have changed communities, past and present;</p>	<p>(Continued) Matching Texts to Learning: <i>Coming Together</i>, T27 <i>The House That Jane Built</i>, T30-T47 Cross-Curricular Perspectives: Social Studies, Toynee Hall/ Samuel Barnett, T37 Cross-Curricular Perspectives: Social Studies, Jane Addams, T45 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 from <i>Frederick Douglass</i>, T100-T113 Interact with Sources: Explore the Infographic, Think Big, T156-T157 Listening Comprehension: Biography, George Washington Carver, T158-T59 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 Cross-Curricular Perspectives: Social Studies, Quakers, T106 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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<p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and</p>	<p>Unit 1: Matching Texts to Learning: <i>Seeds of Hope</i>, T103 Cross-Curricular Perspectives: Social Studies, Daniel Wallach, T249</p> <p>Unit 3: Interact with Sources: Explore the Infographic, American Heroes, T162-T163 Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237 Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p> <p>Unit 4: Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 <i>The House That Jane Built</i>, T30-T47 Cross-Curricular Perspectives: Social Studies, Toynbee Hall/ Samuel Barnett, T37 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 from <i>Frederick Douglass</i>, T100-T113 Listening Comprehension: Biography, George Washington Carver, T158-T59 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Milton S. Hershey, T183</p>

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<p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.</p>	<p>Unit 1: Matching Texts to Learning: <i>Seeds of Hope</i>, T103</p> <p>Unit 3: Interact with Sources: Explore the Infographic, American Heroes (George Washington), T162-T163</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Matching Texts to Learning: <i>Daniel Boone</i>, T26 <i>The House That Jane Built</i>, T30-T47 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 Matching Texts to Learning: <i>People Who Changed U.S. History</i>, T96 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, World’s Columbian Exposition (Christopher Columbus), T179</p>
<p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	
<p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, Poll Tax, T116 Everyday Superheroes, T164-T165</p>

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<p>(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and</p>	<p>Unit 3: Interact with Sources: Explore the Infographic, American Heroes, T162-T163</p> <p>Unit 4: Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Listening Comprehension: Biography, The Man Who Made People Smile (Walt Disney), T92-T93 Cross-Curricular Perspectives: Social Studies, Educating Enslaved People, T104 Cross-Curricular Perspectives: Social Studies, Transportation, T182 Cross-Curricular Perspectives: Social Studies, Communication, T239</p> <p>Unit 5: Interact with Sources: Explore the Time Line, T20-T21</p>
<p>(C) compare ways in which various other communities meet their needs.</p>	<p>Unit 1: Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235</p> <p>Unit 4: Video: "Changing Communities," T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>The House That Jane Built</i>, T30-T47 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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<p>((3) History. The student understands the concepts of time and chronology. The student is expected to:</p>	
<p>(A) use vocabulary related to chronology, including past, present, and future times;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Today...Puerto Rico, T323 Unit 4: Cross-Curricular Perspectives: Social Studies, Toynbee Hall/ Samuel Barnett (today), T37 Cross-Curricular Perspectives: Social Studies, 1893 America, T179 Cross-Curricular Perspectives: Social Studies, Today/Long Ago, T182</p>
<p>(B) create and interpret timelines; and</p>	<p>Unit 3: Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 Unit 4: Interact with Sources: Explore the Time Line, Changing the World, T226-T227 Minilesson: Analyze Text Structure, T276-T277 ELL Targeted Support, T276 Unit 5: Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21</p>
<p>(C) apply the terms year, decade, and century to describe historical times.</p>	<p>Unit 2: Cross-Curricular Perspectives: Science, Yellowstone National Park (decade), T236 Unit 4: Think Aloud: Analyze Biography (20th century), T92</p>

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<p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	
<p>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;</p>	<p>Unit 1: Interact with Sources: Explore the Map, Going from Here to There, T20-T21 Matching Texts to Learning: <i>Living in Different Environments</i>, T26 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 <i>Cocoliso</i>, T174-T189 Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 <i>Living in Deserts</i>, T242-T265 Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Interact with Sources: Explore with Media, The World Around Us, T308-T309</p> <p>Unit 2: Matching Texts to Learning: <i>Earth Environments</i>, T27 <i>Patterns in Nature</i>, T30-T45 Interact with Sources: Explore with Media, On the African Savanna, T88-T89 <i>Nature's Patchwork Quilt</i>, T300-T315</p> <p>Unit 4: <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p>Unit 5: Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension: Informational Text, The Amazing Rainforest, T22-T23 <i>Deep Down and Other Extreme Places to Live</i>, T30-T49 Interact with Sources: Explore the Map, When Earth Changes..., T92-T93 Interact with Sources: Primary Sources, The Dust Bowl, T222-T223 Listening Comprehension: Historical Fiction, Black Blizzards, T224-T225</p>

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<p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p>	<p>Unit 1: Interact with Sources: Explore the Map, Going from Here to There, T20-T21 Matching Texts to Learning: <i>Living in Different Environments</i>, T26, T238 Cross-Curricular Perspectives: Social Studies, Wildlife Preserves, T32 Cross-Curricular Perspectives: Social Studies, Khichuri, T53 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 Cross-Curricular Perspectives: Social Studies, Zapata Swamp, T176 Interact with Sources: Explore the Infographic, How Do People Survive in an Environment?, T232-T233 Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 Matching Texts to Learning: <i>Inuit Life</i>, T238 Matching Texts to Learning: <i>Welcome to Tonle SAP!</i>, T238 <i>Living in Deserts</i>, T242-T265 Cross-Curricular Perspectives: Social Studies, Different Communities, T251 Cross-Curricular Perspectives: Social Studies, Sahara Desert, T254 Interact with Sources: Explore with Media, The World Around Us, T308-T309 Cross-Curricular Perspectives: Social Studies, Calabaza/Food Crop, T329</p> <p>Unit 2: Listening Comprehension: Informational Text, The Dreamtime of the Australian Aborigines, T90-T91 Minilesson: Informational Text (Aborigines), T92-T93 <i>Nature's Patchwork Quilt</i>, T312-T313</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, <i>Murigono Hedges</i>, T250 Cross-Curricular Perspectives: Social Studies, Wangari Maathai/Green Belt Movement, T253</p>

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<p>(Continued) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p>	<p>(Continued) Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Cross-Curricular Perspectives: Social Studies, Wildlife Reserves, T32 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255 Cross-Curricular Perspectives: Social Studies, Kenya, T248 Unit 5: <i>Deep Down and Other Extreme Places to Live</i>, T30-T49 Interact with Sources: Primary Sources, The Dust Bowl, T222-T223</p>

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<p>(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;</p>	<p>Unit 4: <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p>Unit 5: Interact with Sources: Explore the Map, When Earth Changes..., T92-T93 Listening Comprehension: Informational Text, Hurricane Force, T94-T95 Matching Texts to Learning: <i>Earth's Power</i>, T98 Strategy Group: Identify Informational Text, ELL Targeted Support, T100 <i>Earthquakes, Eruptions, and Other Events That Change Earth</i>, T102-T113 Cross-Curricular Perspectives: Science, Hawaiian Islands (volcanoes), T110 Minilesson: Analyze Text Structure, T118-T119 Minilesson: Synthesize Information (Volcano), T122-T123 Academic Vocabulary: Integrate, T126 Interact with Sources: Explore the Infographic, Emergency!, T156-T157 <i>A Safety Plan: In Case of Emergency</i>, T166-T179 Listening Comprehension: Historical Fiction, Black Blizzards, T224-T225 <i>Nora's Ark</i>, T232-T253 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361 Book Club: Weeks 1-5, T384-T393</p>

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<p>(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Science, Human Encroachment, T37 Cross-Curricular Perspectives: Social Studies, Endangered Tigers, T41 Matching Texts to Learning: <i>Pollution</i>, T102 <i>Living in Deserts</i>, T242-T265 Cross-Curricular Perspectives: Social Studies, Actions of People, T261</p> <p>Unit 2: <i>Nature’s Patchwork Quilt</i>, T312-T313</p> <p>Unit 4: Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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<p>(E) identify and compare the human characteristics of various regions.</p>	<p>Unit 1: Matching Texts to Learning: <i>Living in Different Environments</i>, T26 Cross-Curricular Perspectives: Social Studies, Connect the Illustration, T38 Cross-Curricular Perspectives: Social Studies, Arts/Nigerian Culture, T109 Interact with Sources: Explore the Diagram, Exploring a Rainforest Environment, T164-T165 Listening Comprehension: Informational Text, Surviving in the Four Corners, T234-T235 Matching Texts to Learning: <i>Inuit Life</i>, T238 Matching Texts to Learning: <i>Blue Zones</i>, T239 <i>Living in Deserts</i>, T242-T265 Interact with Sources: Explore with Media, The World Around Us, T308-T309 (Continued) Unit 2: Listening Comprehension: Informational Text, The Dreamtime of the Australian Aborigines, T90-T91 Minilesson: Informational Text (Aborigines), T92-T93 Unit 4: Cross-Curricular Perspectives: Social Studies, Cities, T253 Unit 5: Interact with Sources: Primary Sources, The Dust Bowl, T222-T223</p>
<p>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	
<p>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;</p>	<p>For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317</p>

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<p>(B) use a scale to determine the distance between places on maps and globes;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317</p>
<p>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 ELL Targeted Support, T259 Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317</p>
<p>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Use the Map, T246 Map of Africa, T259 ELL Targeted Support, T259 Minilesson: Analyze Text Features, T270-T271 Unit 4: Cross-Curricular Perspectives: Social Studies, Map, T317</p>
<p>(6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p>	
<p>(A) identify ways of earning, spending, saving, and donating money; and</p>	<p>For supporting content please see: Unit 4: <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170 Close Read: Explain Author’s Purpose, T171, T181 ELL Targeted Support: Summarizing, T176 Close Read: Ask and Answer Questions, T180 Cross-Curricular Perspectives: Social Studies, Milton S. Hershey, T183</p>

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(B) create a simple budget that allocates money for spending, saving, and donating.	For opportunities to address this standard please see: Unit 4: <i>Milton Hershey: Chocolate King, Town Builder, T166-T183</i>
(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:	
(A) define and identify examples of scarcity;	Unit 1: Matching Texts to Learning: <i>In Short Supply, T103</i> Cross-Curricular Perspectives: Social Studies, Coral Necklaces, T115 Cross-Curricular Perspectives: Social Studies, Scarcity, T119
(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and	Unit 1: Matching Texts to Learning: <i>In Short Supply, T103</i> Cross-Curricular Perspectives: Social Studies, Coral/Trade Routes, T115 Cross-Curricular Perspectives: Social Studies, Scarcity, T119, T184
(C) explain the concept of a free market as it relates to the U.S. free enterprise system.	For opportunities to address this standard please see: Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder, T166-T183</i>
(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	
(A) identify examples of how a simple business operates;	Unit 3: Intervention Activity: Analyze Text Structure, A Lot to Learn, T260 Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 Intervention Activity: Identify Biography, A Lot to Learn, T98

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<p>(B) explain how supply and demand affect the price of a good or service;</p>	<p>For opportunities to address this standard please see: Unit 3: Intervention Activity: Analyze Text Structure, A Lot to Learn, T260 Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54</p>
<p>(C) explain how the cost of production and selling price affect profits;</p>	<p>For opportunities to address this standard please see: Unit 3: Intervention Activity: Analyze Text Structure, A Lot to Learn, T260 Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54</p>
<p>(D) explain how government regulations and taxes impact consumer costs; and</p>	<p>The focus of <i>Texas myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.</p>	<p>Unit 4: Intervention Activity: Analyze Text Structure, Madame C. J. Walker, T54 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170 Close Read: Explain Author’s Purpose, T171, T181 ELL Targeted Support: Summarizing, T176 Close Read: Ask and Answer Questions, T180 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Cross-Curricular Perspectives: Social Studies, Milton S. Hershey, T183 Respond and Analyze: My View/Develop Vocabulary, T184-T185 Minilesson: Explain Author’s Purpose, T188-T189 Strategy Group: Compare Texts, T198</p>

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<p>(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p>	
<p>(A) describe the basic structure of government in the local community, state, and nation;</p>	<p>For opportunities to address this standard please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Cuban Crocodile (endangered), T184 Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p>
<p>(B) identify local, state, and national government officials and explain how they are chosen;</p>	<p>For opportunities to address this standard please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Cuban Crocodile (endangered), T184 Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p>
<p>(C) identify services commonly provided by local, state, and national governments; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Cuban Crocodile (endangered), T184 Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p>
<p>(D) explain how local, state, and national government services are financed.</p>	<p>For opportunities to address this standard please see: Unit 4: Cross-Curricular Perspectives: Social Studies, Kansas’s Division of Emergency Management and Federal Emergency Management System (FEMA), T243</p>

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<p>(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</p>	
<p>(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and</p>	<p>Unit 3: Minilesson: Write for a Reader: Use Illustrations, T76 Curricular Perspectives: Social Studies, <i>Granddaddy's Turn</i> (U. S. Constitution), T114 Unit 4: <i>Frederick Douglass</i>, U.S. Constitution, T111</p>
<p>(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.</p>	<p>For opportunities to address this standard please see: Unit 3: Minilesson: Write for a Reader: Use Illustrations, T76 Curricular Perspectives: Social Studies, <i>Granddaddy's Turn</i> (U. S. Constitution), T114 Unit 4: <i>Frederick Douglass</i>, U.S. Constitution, T111</p>
<p>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</p>	
<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 <i>Nature's Patchwork Quilt</i>, T314-T315 Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy's Turn: A Journey to the Ballot Box</i>, T106-T119 Listening Comprehension: Biography, Brave-Courageous (Malala Yousafzai), T232-T233 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237</p>

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<p>(Continued) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p>	<p>(Continued) Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27 Matching Texts to Learning: <i>Coming Together</i>, T27 <i>The House That Jane Built</i>, T30-T47 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113</p>
<p>(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and</p>	<p>Unit 3: Unit Video: "Being a Hero," T12 Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 Interact with Sources: Explore the Infographic, Acting Heroically (Four Chaplains), T296-T297 Poem: "Firefighter Face," T308-T309 Cross-Curricular Perspectives: Social Studies, Firefighters, T308 Unit 4: Video: "Changing Communities," T12 Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Minilesson: Biography, T24-T25 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 <i>The House That Jane Built</i>, T30-T47 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113 Cross-Curricular Perspectives: Social Studies, Frederick Douglass, T112 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 Unit 5: Cross-Curricular Perspectives: Social Studies, American Red Cross (Clara Barton), T179</p>

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<p>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 Minilesson: Write for a Reader, Use Author’s Message (recycle), T202-T203</p> <p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 <i>Granddaddy’s Turn: A Journey to the Ballot Box</i>, T106-T119 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237</p> <p>Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 <i>The House That Jane Built</i>, T30-T47 from <i>Frederick Douglass</i>, T100-T113</p>

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<p>(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>	
<p>(A) give examples of community changes that result from individual or group decisions;</p>	<p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 Minilesson: Write for a Reader, Use Author’s Message (recycle), T202-T203 <i>Nature’s Patchwork Quilt</i>, T314-T315</p> <p>Unit 3: Matching Texts to Learning: <i>Inspiring Kids</i>, T26 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237</p> <p>Unit 4: Video: “Changing Communities,” T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27 <i>The House That Jane Built</i>, T30-T47 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p> <p>Unit 5: Matching Texts to Learning: <i>Keeping Our Water Clean</i>, T27 Cross-Curricular Perspectives: Social Studies, American Red Cross (assistance), T179</p>

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<p>(B) identify examples of actions individuals and groups can take to improve the community; and</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T373 Project-Based Inquiry: Integrate your Instruction, Social Studies, T373</p> <p>Unit 2: Intervention Activity: Synthesize Information, Community Garden, T190 Minilesson: Write for a Reader, Use Author’s Message (recycle), T202-T203 <i>Nature’s Patchwork Quilt</i>, T314-T315</p> <p>Unit 3: Matching Texts to Learning: <i>How to Be a Hero</i>, T102 Cross-Curricular Perspectives: Social Studies, Right to Vote, T114 Listening Comprehension: Biography, Brave-Courageous (Malala Yousafzai), T232-T233 Matching Texts to Learning: <i>Inspiring Kids</i>, T236 Matching Texts to Learning: <i>Eleanor Roosevelt</i>, T237 Explore and Plan: Argumentative Writing, T362-T363</p> <p>Unit 4: Video: “Changing Communities,” T12 Interact with Sources: Explore the Primary Source, Daniel Burnham, T20-T21 Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Creating Healthy Communities</i>, T27 <i>The House That Jane Built</i>, T30-T47 Interact with Sources: Explore the Primary Sources, Sojourner Truth, T90-T91 from <i>Frederick Douglass</i>, T100-T113 <i>Milton Hershey: Chocolate King, Town Builder</i>, T166-T183 <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>, T236-T255</p>

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<p>(Continued) identify examples of actions individuals and groups can take to improve the community; and</p>	<p>(Continued) Unit 5: Matching Texts to Learning: <i>Keeping Our Water Clean</i>, T27 <i>A Safety Plan: In Case of Emergency</i>, T166-T179 Cross-Curricular Perspectives: Social Studies, American Red Cross (volunteers), T179</p>
<p>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p>	<p>Unit 4: Video: "Changing Communities," T12 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170 Unit 5: <i>A Safety Plan: In Case of Emergency</i>, T166-T179 Cross-Curricular Perspectives: Social Studies, American Red Cross, T179</p>
<p>(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p>	
<p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Dervish, T48 Cross-Curricular Perspectives: Social Studies, Khichuri, T53 Unit 4: Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 Cross-Curricular Perspectives: Social Studies, 1893 America, T179 Cross-Curricular Perspectives: Social Studies, Chinese-American Immigrants, T310</p>
<p>(B) compare ethnic and/or cultural celebrations in the local community with other communities.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Celebrations, T112 Unit 4: Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26</p>

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<p>(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	
<p>(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and</p>	<p>Unit 3: from <i>Frederick Douglass</i>, T100-T113 Interact with Sources: Explore the Time Line, Needing Heroes (Hector P. Garcia), T230-T231 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357 Project-Based Inquiry: Integrate your Instruction, Social Studies, T357 Compare Across Texts: Heroes, T358-T359</p> <p>Unit 4: Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26 "Harriet Tubman," T107 Minilesson: Reflect and Share, Write to Sources, T126 Cross-Curricular Perspectives: Social Studies, Hershey Industrial School, T170 Listening Comprehension: Narrative Nonfiction, Never a Quitter (Ellen Ochoa), T228-T229 Minilesson: Narrative Nonfiction (Ellen Ochoa), T230-T231 Strategy Group: Identify Narrative Nonfiction (Ellen Ochoa), T234</p>

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<p>(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p>	<p>Unit 3: Heroes: Essential Question, T12 Interact with Sources: Explore the Poem, “You Are My Hero,” T96-T97 Matching Texts to Learning: <i>How to Be a Hero</i>, T102 Interact with Sources: Explore the Infographic, Acting Heroically (Four Chaplains), T296-T297 Cross-Curricular Perspectives: Social Studies, Wangari Maathai, T253 Poem: “Firefighter Face,” T308-T309 Cross-Curricular Perspectives: Social Studies, Firefighters, T308 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357 Project-Based Inquiry: Integrate your Instruction, Social Studies, T357</p> <p>Unit 4: Listening Comprehension: Biography, The Bridges That Ruby Built, T22-T23 Matching Texts to Learning: <i>Celebrating Martin Luther King, Jr.</i>, T26</p>
<p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to</p>	
<p>(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p>	<p>Unit 3: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> by Donna Jo Napoli & Illustrations by Kadir Nelson, T240-T253</p>
<p>(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.</p>	<p>Unit 3: from <i>Little House on the Prairie</i> by Laura Ingalls Wilder, T172-T179 from <i>By the Shores of Silver Lake</i> by Laura Ingalls Wilder, T180-T188 Minilesson: Compare and Contrast Texts (Laura Ingalls Wilder), T196 Read Like a Writer: Describe Hyperbole (Laura Ingalls Wilder), T208-T209 Write for a Reader: Use Hyperbole (Laura Ingalls Wilder), T210-T211</p>

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<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p>	
<p>(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and</p>	<p>Unit 3: Interact with Sources: Explore the Time Line, Needing Heroes (Maria Mitchell), T230-T231 Poem: "The Wright Brothers," T316-T317 Cross-Curricular Perspectives: Social Studies, The Wright Brothers, T316 Compare Across Texts: Heroes, T358-T359 Unit 4: Listening Comprehension: Biography, George Washington Carver, T158-T59 Interact with Sources: Explore the Time Line, Changing the World, T226-T227</p>
<p>(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p>	<p>Unit 3: Interact with Sources: Explore the Primary Source, Steps on the Moon, T20-T21 Unit 4: Interact with Sources: Explore the Time Line, Changing the World, T226-T227</p>

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<p>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;</p>	<p>Unit 1: Interact with Sources: Explore with Media, The World Around Us, T308-T309 Inquire/Introduce the Project, T376 Critical Literacy: Build Background, T376 Conduct Research: Field Research, T380 Refine Research: Identify Primary and Secondary Sources, T384-T385</p> <p>Unit 2: Introduce the Project, T358-T359 Conduct Research: Library Databases, T362-T363</p> <p>Unit 3: Introduce the Project, T360 Explore and Plan, Collaborate, T362 Conduct Research: Search Engines, T364-T365</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363 Project-Based Inquiry: Integrate your Instruction, Social Studies, T363 Introduce the Project, T366-T367 Conduct Research: Library of Congress, T370-T371</p> <p>Unit 5: Minilesson: Select a Genre, T213 Introduce the Project, T364 Conduct Research: Bookmarking, T368</p>

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<p>(B) sequence and categorize information;</p>	<p>Unit 1: Minilesson: Setting and Sequence, T188 Cross-Curricular Perspectives: Social Studies, Actions of People (classify), T261</p> <p>Unit 2: Steps to Writing Independently, T209 Minilesson: Organize Steps into Sequence, T214</p> <p>Unit 3: Close Read: Analyze Plot and Setting (sequence), T45 ELL Targeted Support: Emerging/Developing, Categorize Major Characters, T124</p> <p>Unit 4: ELL Targeted Support: Advanced/Advanced High, Categorize, T70</p> <p>Unit 5: Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21 Minilesson: Select a Genre, Independent Writing (categorize), T213</p>

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<p>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;</p>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p>Unit 1: Interact with Sources: Explore the Map, Going from Here to There (compare and contrast), T20-T21 Small Group: Conferring, Compare Texts, T137</p> <p>Unit 2: Minilesson: Identify Main Idea and Details, T50-T51 Close Read: Analyze Text Structure (fact and opinion), T238 Minilesson: Analyze Text Structure (fact and opinion), T252-T253</p> <p>Unit 3: Minilesson: Compare and Contrast, T196-T197 Collaborate and Discuss: Analyze Student Model, A Call to Action! (fact and opinion), T366-T367</p> <p>Unit 4: Minilesson: Main Idea and Key Details, T94 Minilesson: Identify Main Idea and Key Details, T118-T119 Minilesson: Distinguish Between Fact and Opinion, T148</p> <p>Unit 5: Interact with Sources: Explore the Map, When Earth Changes... (cause and effect), T92-T93 Minilesson: Analyze Text Structure (cause and effect), T118-T119</p>

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<p>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;</p>	<p>Unit 1: How to Use a Glossary: T406-T407</p> <p>Unit 2: Library Databases, T362 Book Club: Session 1, Text Features (Table of Contents, T379 How to Use a Glossary: T388-T389</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357 Project-Based Inquiry: Integrate your Instruction, Social Studies, T357 How to Use a Glossary, Minilesson, T390-T391</p> <p>Unit 4: Matching Texts to Learning: Have You Heard About NOME?, (table of contents/glossary/index), T233 How to Use a Glossary: T396-T397</p> <p>Unit 5: Matching Texts to Learning: <i>What Is It Made Of?</i> (table of contents), T26 Conduct Research: Bookmarking, T368 How to Use a Glossary: T394-T395</p>

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<p>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and</p>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p>Unit 1: Environments: Essential Question, T12 Minilesson: Use Graphic Features, T144 Cross-Curricular Perspectives: Social Studies, Actions of People (chart), T261 Interact with Sources: Explore with Media, The World Around Us, T308-T309</p> <p>Unit 2: Read Like a Writer, Explain the Use of Graphic Features, T66 Minilesson: Analyze Illustrations, T184 Small Group: Analyze Illustrations, T187 Extend Research: Include Visuals/Media, T368-T369</p> <p>Unit 3: Interact with Sources: Explore the Time Line, Needing Heroes, T230-T231 First Read: Connect, T250 Extend Research: Incorporate Media, T370-T371</p> <p>Unit 4: Events: Essential Question, T12 Possible Teaching Point: Read Like a Writer: Author's Craft, T108 Possible Teaching Point, Graphic Features, T242 Extend Research: Include Images, T376-T377</p> <p>Unit 5: Interact with Sources: Explore the Time Line, Nature Rocks, T20-T21 Close Reading, Analyze Text Features, T34 Analyze Text Features, T54-T55 Extend Research: Present a Slide Show, T374-T375</p>

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<p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Unit 1: Write for a Reader: Use Graphic Features, T288 Unit 2: <i>Patterns in Nature</i>, T30-T45 Extend Research: Include Visuals and Media, T368-T369 Unit 4: Cross-Curricular Perspectives: Social Studies, Map (scale), T317</p>
<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	
<p>(A) express ideas orally based on knowledge and experiences;</p>	<p>This standard is met throughout the myView program. See representative citations: Unit 1: Brainstorm and Set a Purpose, T89 Plan Your Personal Narrative, T90 Turn, Talk, and Share, T308 Whole Group, T337 Conduct Research: Field Research, T380-T381 Unit 2: My View, T46 TURN, TALK, AND SHARE, T88 Plan Your How-to Article, T82 Whole Group, T129 First Read: Respond, T238 Unit 3: Brainstorm Ideas, T89 Turn, Talk, and Share, T230 Explore the Infographic, T296 Minilesson: Talk About It, T330 Refine Research: Paraphrasing and Quoting, T368-T369 Extend Research: T370-T371 Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363 Project-Based Inquiry: Integrate your Instruction, Social Studies, T363 Library of Congress, T370 Refine Research: Identifying Sources, T374-T375</p>

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<p>(Continued) express ideas orally based on knowledge and experiences;</p>	<p>Unit 5: Turn, Talk, and Share, T92 Respond and Analyze, T114 My View, 180 Respond and Analyze, T254-T255 Differentiated Support: Intervention/Extend, T369</p>
<p>(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and</p>	<p>Unit 2: Publish and Celebrate, T350 Extend Research: Include Visuals/Media, T368-T369 Unit 3: Create an Audio Recording of a Story, T222 Minilesson: Publish and Celebrate, T352 Extend Research: Incorporate Media, T370-T371 Unit 4: Use Technology, Minilesson: T220 Writing Club, T220 Independent Writing, T356 Use Technology to Publish Writing, Minilesson: T356 Publish and Celebrate: Minilesson: T359 Unit 5: Create an Audio Recording, T215 Minilesson: Create a Visual Display, T216 Minilesson: Publish and Celebrate, T356</p>

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<p>(C) use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>Students apply this standard throughout the myView program when following the writing process. See representative citations:</p> <p>Unit 1: ELL Minilesson Support, T85 Independent Writing, T86, T88, T89, T154, T157 Plan Your Personal Narrative, T90 Select a Genre, T227 Writing Support, T368</p> <p>Unit 2: Writing Workshop, T137 Independent Writing, T146, T147, T148, T149 Organize Steps into Sequence, T214 Writing Club, T217</p> <p>Unit 3: Write for a Reader, T76 Independent Writing, T86, T87, T88, T89, 154, 155 Plan Your Historical Fiction Story, T90 Writing Club, T157</p> <p>Unit 4: ELL Minilesson Support, T145 Independent Writing, T146, T147, T148, T149, T218 Writing Club, T221 Quick Write, T298</p> <p>Unit 5: Quick Write, T20 Independent Writing, T146, T148, T149, T214 Select a Genre, T217 Essential Question, T362</p>

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<p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Unit 1: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 2: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 3: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 4: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 5: Week 6: Project-Based Inquiry, Problem-Solving, T5</p>

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<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T373 Project-Based Inquiry: Integrate your Instruction, Social Studies, T373 Compare Across Texts: Environments, T374-T375</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T357 Project-Based Inquiry: Integrate your Instruction, Social Studies, T357 Compare Across Texts: Heroes, T358-T359</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T363 Project-Based Inquiry: Integrate your Instruction, Social Studies, T363 Compare Across Texts: Making a Difference, T364-T365</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Emergency!, T156-T157 Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T361 Project-Based Inquiry: Integrate your Instruction, Social Studies, T361</p>