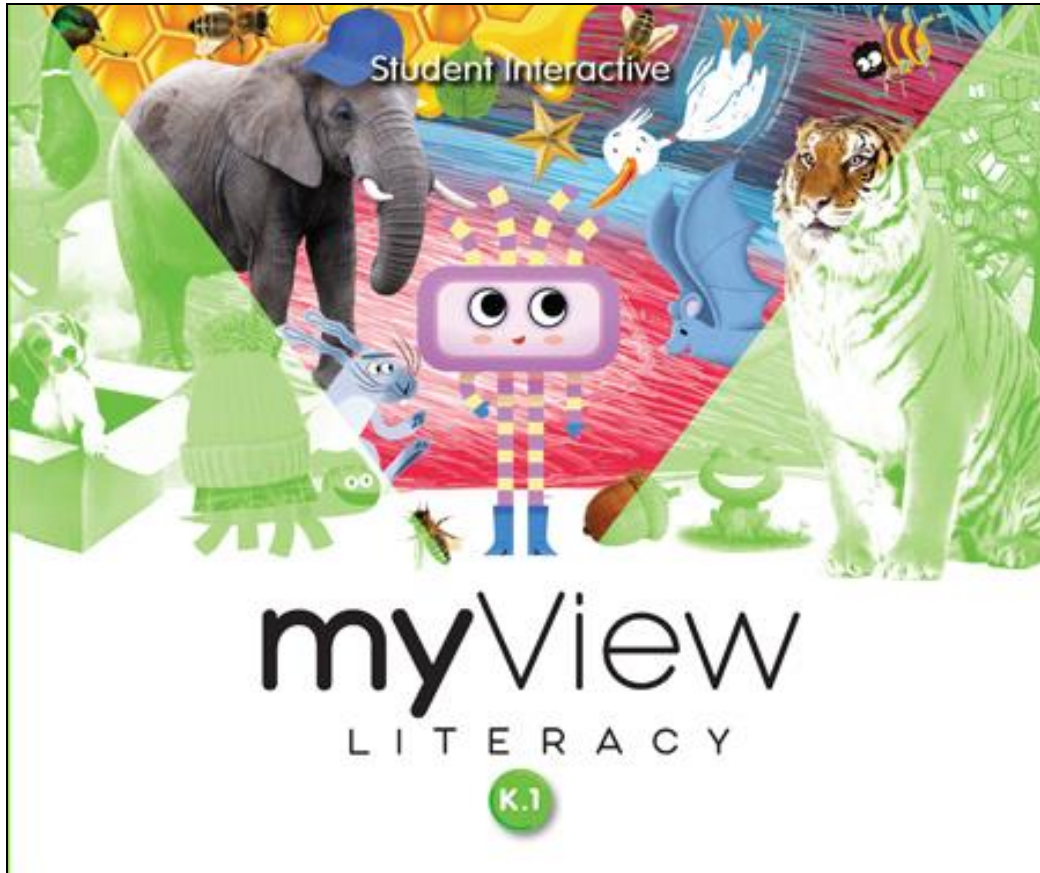


A Correlation of



Kindergarten

To the

**College, Career, & Civic Life (C3) Framework
for Social Studies State Standards
Grades K-2**

A Correlation of myView Literacy, Kindergarten, ©2020 to the C3 Framework for Social Studies State Standards

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the **College, Career, & Civic Life (C3) Framework for Social Studies**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

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

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 2*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.1.K-2. Explain why the compelling question is important to the student.	<p>Each unit in <i>myView Literacy</i> targets an overarching theme with an Essential Question and Weekly Questions that guide the learning.</p> <p>Unit 1: Going Places: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T160-T161, T230-T231 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T90-T91 Interact with Sources: Explore the Map, Essential Question, Weekly Question, T300-T301</p> <p>Unit 2: Living Together: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T90-T91, T160-T161, T230-T231 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T300-T301</p> <p>Unit 3: Tell Me a Story: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T92-T93, T238-T239, T308-T309 Interact with Sources: Explore the Poems, Essential Question, Weekly Question, T168-T169</p> <p>Unit 4: Then and Now: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T90-T91, T230-T231 Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T160-T161</p>

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T300-T301 Unit 5: Outside My Door: Essential Question, T12 Interact with Sources: Explore the Website, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T86-T87, T290-T291 Interact with Sources: Explore the Poems, Essential Question, Weekly Question, T152-T153
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367, Social Studies, T367 Compare Across Texts: Going Places, T368-T369 Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T375, Social Studies, T375 Compare Across Texts: Tell Me a Story, T376-T377 Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367, Social Studies, T367
Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.3.K-2. Identify facts and concepts associated with a supporting question.	Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T160-T161, T230-T231 Introduce the Text, T42-T47, T112-T117, T182-T187, T252-T257, T322-T327 Interact with Sources: Explore the Poem, Weekly Question, T90-T91 Interact with Sources: Explore the Map, Weekly Question, T300-T301

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T90-T91, T160-T161, T230-T231 Introduce the Text, T42-T47, T112-T117, T182-T187, T252-T257, T322-T327 Interact with Sources: Explore the Poem, Weekly Question, T300-T301</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T92-T93, T238-T239, T308-T309 Introduce the Text, T42-T49, T114-T125, T190-T195, T260-T265, T330-T335 Interact with Sources: Explore the Poems, Weekly Question, T168-T169</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T90-T91, T230-T231 Introduce the Text, T42-T47, T112-T117, T182-T187, T252-T257, T322-T327 Interact with Sources: Explore the Time Line, Weekly Question, T160-T161 Interact with Sources: Explore the Poem, Weekly Question, T300-T301</p> <p>Unit 5: Interact with Sources: Explore the Website, Weekly Question, T20-T21 Introduce the Text, T40-T45, T106-T111, T172-T177, T238-T249, T310-T315 Interact with Sources: Explore the Infographic, Weekly Question, T86-T87, T218-T219, T290-T291 Interact with Sources: Explore the Poems, Weekly Question, T152-T153</p>
<p>D1.4.K-2. Make connections between supporting questions and compelling questions.</p>	<p>Unit 1: Respond and Analyze: My View, Check for Understanding, T48-T49, T118-T119, T188-T189, T258-T259, T328-T329</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2: Respond and Analyze: My View, Check for Understanding, T48-T49, T118-T119, T188-T189, T258-T259, T328-T329</p> <p>Unit 3: Respond and Analyze: My View, Check for Understanding, T50-T51, T126-T127, T196-T197, T266-T267, T336-T337</p> <p>Unit 4: Respond and Analyze: My View, Check for Understanding, T48-T49, T118-T119, T188-T189, T258-T259</p> <p>Unit 5: Respond and Analyze: My View, Check for Understanding, T46-T47, T112-T113, T316-T317</p>
<p>Determining Helpful Sources</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p>	
<p>D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T160-T161, T230-T231 Introduce the Text, T42-T47, T112-T117, T182-T187, T252-T257, T322-T327 Interact with Sources: Explore the Poem, Weekly Question, T90-T91 Interact with Sources: Explore the Map, Weekly Question, T300-T301</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T90-T91, T160-T161, T230-T231 Introduce the Text, T42-T47, T112-T117, T182-T187, T252-T257, T322-T327 Interact with Sources: Explore the Poem, Weekly Question, T300-T301</p> <p>Unit 3: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T92-T93, T238-T239, T308-T309 Introduce the Text, T42-T49, T114-T125, T190-T195, T260-T265, T330-T335</p>

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) Interact with Sources: Explore the Poems, Weekly Question, T168-T169 Unit 4: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T90-T91, T230-T231 Introduce the Text, T42-T47, T112-T117, T182- T187, T252-T257, T322-T327 Interact with Sources: Explore the Time Line, Weekly Question, T160-T161 Interact with Sources: Explore the Poem, Weekly Question, T300-T301 Unit 5: Interact with Sources: Explore the Website, Weekly Question, T20-T21 Introduce the Text, T40-T45, T106-T111, T172- T177, T238-T249, T310-T315 Interact with Sources: Explore the Infographic, Weekly Question, T86-T87, T218-T219, T290- T291 Interact with Sources: Explore the Poems, Weekly Question, T152-T153
DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	Unit 2: Customize It!, T396 Unit 3: Minilesson: Folktale, T36 Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	Unit 1: Small Group: Matching Texts to Learning, <i>We Take Care</i> , T179 Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2: Small Group: Matching Texts to Learning, <i>Cleaning Up</i>, T318</p> <p>Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p> <p>Unit 5: Read Aloud: Saving Water, T230-T231</p>
<p>D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</p>	<p>Unit 1: Small Group: Matching Texts to Learning, <i>Look Out!</i>, T39, <i>Our School</i>, T178</p> <p>Unit 4: ELL Targeted Support (laws), T253 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p> <p>Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Safe Areas in Home, T242, Blizzards, T246</p>
<p>D2.Civ.4.K-2. <i>Begins in grades 3-5</i></p>	
<p>D2.Civ.5.K-2. Explain what governments are and some of their functions.</p>	<p>For supporting content please see:</p> <p>Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257</p> <p>Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249</p>

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<p>D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>Unit 1: Small Group: Matching Texts to Learning, <i>We Take Care</i>, T179 Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187</p> <p>Unit 2: Small Group: Matching Texts to Learning, <i>Cleaning Up</i>, T318</p> <p>Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p> <p>Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Safe Areas in Home, T242, Blizzards, T246</p>
<p>Participation and Deliberation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Civ.7.K-2. Apply civic virtues when participating in school settings.</p>	<p>Unit 1: Small Group: Matching Texts to Learning, <i>Our School</i>, T178 Minilesson: Talk About It, T274-T275 ELL Targeted Support: Learning Strategies (group discussion), T274</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr. (good citizen in classroom), T254 Inquire: Introduce the Project, Teaching Point, Collaborate, T388</p> <p>Unit 5: Inquire: Introduce the Project, Teaching Point, Collaborate, T370</p>

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<p>D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>	<p>Unit 3: Minilesson: Apply Compose an Ending (vote), T232 Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr. (respect), T254</p>
<p>D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p>	<p>Unit 1: Genre Immersion Lesson, T81 Reflect and Share: Talk About It, T274 Writing Club, T295 Collaboration, T411, T413 Unit 2: Writing Club, T85 Reflect and Share: Talk About It, T204, T274 Collaboration, T407 Unit 3: Read Aloud, T34, T106, T182, T252, T322 Reflect and Share: Talk About It, T142, T282 Celebrate and Reflect: Share, T404 Unit 4: Reflect and Share: Talk About It, T64-T65 Introduce the Project, T388 Book Club: Collaboration, T409, T413 Unit 5: Reflect and Share: Talk About It, T126-T127 Support Partner Reading, T263 Introduce the Project, T370 Celebrate and Reflect: Share, T380</p>
<p>D2.Civ.10.K-2. Compare their own point of view with others' perspectives.</p>	<p>Unit 1: Respond and Analyze: My View, T48-T49, T118-T119, T188-T189, T258-T259 Respond and Analyze: My View, Check for Understanding, T328-T329 Unit 2: Respond and Analyze: My View, Check for Understanding, T48-T49, T118-T119 Respond and Analyze: My View, T188-T189, T258-T259, T328-T329</p>

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) Unit 3: Respond and Analyze: My View, T50-T51, T126-T127, T196-T197, T266-T267, T336-T337 Unit 4: Respond and Analyze: My View, T48-T49, T118-T119, T188-T189, T258-T259, T328-T329 Unit 5: Respond and Analyze: My View, T46-T47, T112-T113, T316-T317
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.	Unit 1: Inquire: Introduce the Project Let's Go!, Collaborate, Museum Research Plan, T386-T387 Unit 2: Inquire: Introduce the Project Get a Pet!, Collaborate, Pet Research Plan, T386-T387 Unit 3: Minilesson: Apply Compose an Ending (vote), T232 Inquire: Introduce the Project My Favorite Story, Collaborate, T394-T395 Unit 4: Inquire: Introduce the Project Looking Back, Collaborate, My Research Plan, T388-T389 Unit 5: Inquire: Introduce the Project The Best Weather Collaborate, Weather Research Plan, T370-T371
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	Unit 1: Small Group: Matching Texts to Learning, <i>Look Out!</i> , T39 Unit 4: ELL Targeted Support (laws), T253 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254 Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Safe Areas in Home, T242, Blizzards, T246

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<i>Begins in grades 3–5</i>	
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	<p>Unit 1: Small Group: Matching Texts to Learning, <i>We Take Care</i>, T179 Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187</p> <p>Unit 2: Small Group: Matching Texts to Learning, <i>Cleaning Up</i>, T318</p> <p>Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p>
ECONOMICS	
Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	For opportunities to meet this standard please see: <i>A Visit to the Art Store</i> , T322-T327
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	For opportunities to meet this standard please see: <i>A Visit to the Art Store</i> , T322-T327
Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.	For supporting content please see: Unit 1: Matching Texts to Learning: <i>On the Farm</i> , T318 <i>A Visit to the Art Store</i> , T322-T327
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.	Unit 1: Matching Texts to Learning: <i>On the Farm</i> , T318 <i>A Visit to the Art Store</i> , T322-T327

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D2.Eco.5.K-2. Identify prices of products in a local market.	For supporting content please see: Unit 1: <i>A Visit to the Art Store</i> , T322-T327 Introduce the Text: Preview Vocabulary, T322-T323 ELL Targeted Support: Background, Emerging, Developing, Expanding/Bridging, T323
D2.Eco.6.K-2. Explain how people earn income.	Unit 1: Conduct Research: Ask a Librarian, T390-T391 Unit 4: Read Aloud: The Doctor’s Visit, T34-T35 First Read: Look, Think Aloud, T114 Close Read: Make Inferences (workers), T115 Minilesson: Make Inferences, T128-T129 Small Group: Matching Texts to Learning, <i>Ready for School</i> , T178, <i>Fire! Fire!</i> , T249
D2.Eco.7.K-2. Describe examples of costs of production.	For opportunities to meet this standard please see: Unit 1: Matching Texts to Learning: <i>On the Farm</i> , T318 <i>A Visit to the Art Store</i> , T322-T327
D2.Eco.9.K-2. Describe the role of banks in an economy	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.K-2. Explain why people save.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	For supporting content please see: Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249
D2.Eco.13.K-2. Describe examples of capital goods and human capital.	Unit 1: Conduct Research: Ask a Librarian, T390-T391 Matching Texts to Learning: <i>On the Farm</i> , T318 <i>A Visit to the Art Store</i> , T322-T327 Introduce the Text: Preview Vocabulary, T322- T323 ELL Targeted Support: Background, Emerging, Developing, Expanding/Bridging, T323 Cross-Curricular Perspectives: Social Studies, Art Store, T324 Possible Teaching Point: Academic Vocabulary/Oral Language, T325 Respond and Analyze: Develop Vocabulary, T329
The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	For opportunities to meet this standard, please see: Unit 4: <i>Tempera, Tempera</i> , T322-T327
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	Unit 1: Interact with Sources: Explore the Infographic, Turn, Talk, and Share, Using Your Imagination, T20-T21 ELL Targeted Support: Beginning, T21, Making Connections, T204 Strategy Group: Describe Plot, ELL Targeted Support, Beginning, Intermediate, T126,

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<p align="center">C3 Framework for Social Studies State Standards</p>	<p align="center">myView Literacy Kindergarten, ©2020</p>
<p>(Continued)</p>	<p>(Continued) Compare Texts, ELL Targeted Support, Beginning (draw), T136 Minilesson: Write to Sources, Focus on Strategies, Model and Practice, Apply, T204-T205 Academic Vocabulary: Integrate, How can a map help you find new places?, T274 Interact with Sources: Explore the Map, ELL Targeted Support, Language Proficiency (draw a simple map), 301 Unit 2: Strategy Group: Make Connections, ELL Targeted Support, T202</p>
<p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Different Places, T44 Interact with Sources: Explore the Infographic, T160-T161, T230-T231 Decodable Story: Read <i>The Map</i>, T170-T171 Read Aloud: Special Places, T174-T175 Small Group: Matching Texts to Learning, <i>At the Beach</i>, T179 Minilesson: Informational Text, T246-T247 Interact with Sources: Explore the Map, T300-T301 Unit 2: Minilesson: Informational Text, T246-T247 Small Group: Matching Texts to Learning, <i>At the Seaside</i>, T248, <i>At the Pond</i>, T249 Unit 5: <i>Weather Around the World</i>, T40-T45 Cross-Curricular Perspectives: Social Studies, Map/Globe, T44, Blizzards, T246 <i>A Desert in Bloom</i>, T106-T111 Minilesson: Talk About It, T127 Explore the Poems: Weather Poems, T152-T153 Small Group: Matching Texts to Learning, <i>The Storm</i>, T169 Cross-Curricular Perspectives: Science, Tornadoes, T240 <i>Who Likes Rain?</i>, T310-T315</p>

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C3 Framework for Social Studies State Standards	myView Literacy Kindergarten, ©2020
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<p>Unit 1: Read Aloud: Sasha’s New Home, T104-T105</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, People of the Past, T114, Family Traditions, T324 <i>Tempera, Tempera</i>, T322-T327</p> <p>Unit 5: Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i>, T168</p>
Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	<p>Unit 4: Cross-Curricular Perspectives: Social Studies, People of the Past, T114, Family Traditions, T324 <i>Tempera, Tempera</i>, T322-T327</p> <p>Unit 5: Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i>, T168</p>
D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.	<p>Unit 1: Small Group: Matching Texts to Learning, <i>We Take Care</i>, T179</p> <p>Unit 4: <i>Uncovering the Past</i>, T112-T117 Cross-Curricular Perspectives: Social Studies, People of the Past, T114, Family Traditions, T324 <i>Grandma’s Phone</i>, T182-T187 <i>Tempera, Tempera</i>, T322-T327</p>
D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places	<p>Unit 1: Read Aloud: Sasha’s New Home, T104-T105</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Culture, T44</p>

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(Continued)	(Continued) Unit 4: Cross-Curricular Perspectives: Social Studies, People of the Past, T114, Customs, T177, Family Traditions, T324 Small Group: Matching Texts to Learning, <i>Chinese New Year</i> , T248, <i>Merry Christmas</i> , T248, <i>Rosh Hashanah</i> , T249 Read Aloud: A Night at the Cogdells, T315 Unit 5: Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i> , T168
Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.	Unit 4: Interact with Sources: Explore the Infographic, Making Communication Better, T20-T21 Cross-Curricular Perspectives: Social Studies (Radio), T46 Interact with Sources: Explore the Time Line, Changing Phones, T160-T161 <i>Grandma's Phone</i> , T182-T187 <i>Tempera, Tempera</i> , T322-T327
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	Unit 1: Read Aloud: Sasha's New Home, T104-T105 Cross-Curricular Perspectives: Social Studies, Art Store, T324 Unit 2: Explore the Infographic: Eating Well, T160-T161 Read Aloud: Pedro and Maria's Camping Adventure, T174-T175 Small Group: Matching Texts to Learning, <i>We Eat</i> , T178, <i>Basic Needs</i> , T249 <i>Do We Need This?</i> , 182-187 Cross-Curricular Perspectives: Science, Want and Needs, T185

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(Continued)	(Continued) Unit 4: Cross-Curricular Perspectives: Social Studies, People of the Past, T114, Family Traditions, T324 <i>Tempera, Tempera</i> , T322-T327 Unit 5: Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i> , T168
D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.	Unit 1: Cross-Curricular Perspectives: Social Studies, Different Places, T44, Art Store, T324 Interact with Sources: Explore the Infographic, T160-T161 Read Aloud: Special Places, T174-T175 Unit 5: <i>Weather Around the World</i> , T40-T45 Cross-Curricular Perspectives: Social Studies, Iroquois Legend (how to plant crops), T177
Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.	For supporting content please see: Unit 4: <i>Uncovering the Past</i> , T112-T117
D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	For supporting content please see: Unit 4: <i>Tempera, Tempera</i> , T322-T327
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	Unit 5: Small Group: Matching Texts to Learning, <i>The Storm</i> , T169 Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Tornadoes, T240, Safe Areas in Home, T242, Blizzards, T246

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HISTORY	
Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.K-2. Create a chronological sequence of multiple events.	<p>Unit 2: Small Group: Matching Texts to Learning, <i>Slow Down, Stooley!</i>, T179 Minilesson: Mentor Stack, Explore Organize Information, T223</p> <p>Unit 3: Small Group: Matching Texts to Learning, <i>Busy Bees</i>, T327</p> <p>Unit 4: Interact with Sources: Explore the Time Line, T160-T161 Minilesson: Narrative Nonfiction (time line), T246-T247, Find Text Features (time line), T264-T265 Cross-Curricular Perspectives: Social Studies, Time Line, T257 Strategy Group: Find Text Features (time line), T266</p>
D2.His.2.K-2. Compare life in the past to life today.	<p>Unit 4: Unit Video: Watch “Changing Technology,” T12 Student Interactive: Turn and Talk, Talk about how the classrooms are alike and different, T15 Interact with Sources: Explore the Infographic, Making Communication Better, T20-T21, then and Now, T230-T231 <i>Cars Are Always Changing</i>, T42-T47 Minilesson: Describe Connections, T54-T55, Reflect and Share, Talk About It, T204-T205 Matching Texts to Learning: <i>A Long Time Ago</i>, T109, T249 <i>Uncovering the Past</i>, T112-T117 Interact with Sources: Explore the Time Line, Changing Phones, T160-T161 <i>Grandma’s Phone</i>, T182-T187 Decodable Story: Read <i>The Past and Now</i>, T240-T241, <i>A Home in the Past</i>, T382-T383 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Decodable Book: <i>Now and the Past</i>, T271, T331</p>

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(Continued)	(Continued) Compare Across Texts: Then and Now, T368-T369 Inquire: Introduce the Project, Use Words: Talk About the Past, T388-T389 Book Club: <i>Farming Then and Now</i> , T404-T409
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	Unit 1: Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187 Unit 4: Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254
Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	Unit 4: Then and Now: Essential Question: What can we learn from the past?, T12 Reflect and Share: Talk About It, T64-T65 Matching Texts to Learning: <i>A Long Time Ago</i> , T109 <i>Uncovering the Past</i> , T112-T117 <i>Grandma's Phone</i> , T182-T187 Cross-Curricular Perspectives: Social Studies, Good Citizens, T254 Compare Across Texts: Then and Now, T368-T369
D2.His.6.K-2. Compare different accounts of the same historical event.	For supporting content please see: Unit 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257 Conduct Research: Conduct an Interview, T392-T393

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Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.K-2. Identify different kinds of historical sources.	<p>Unit 1: Next Steps, T387 Conduct Research, T390-T391</p> <p>Unit 2: Conduct Research, T390-T391 Customize It! Use Technology, T392</p> <p>Unit 3: Next Steps, T395, 397, T403 Conduct Research: Use a Library Database, T398-T399</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Learning About the Past, T90-T91 Next Steps, T389, T397 Conduct Research, T392-T393 Refine Research: Take Notes, T394-T395</p> <p>Unit 5: Interact with Sources: Explore the Website, T20-T21 Next Steps, T373, T379 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377</p>
D2.His.10.K-2. Explain how historical sources can be used to study the past.	<p>Unit 1: Conduct Research, T390-T391</p> <p>Unit 2: Conduct Research, T390-T391 Customize It! Use Technology, T392</p> <p>Unit 3: Conduct Research: Use a Library Database, T398-T399</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Learning About the Past, T90-T91 Conduct Research, T392-T393 Refine Research: Take Notes, T394-T395</p> <p>Unit 5: Interact with Sources: Explore the Website, T20-T21 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377</p>

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<p>D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</p>	<p>For supporting content please see: Unit 1: Conduct Research, T390-T391 Unit 2: Conduct Research, T390-T391 Customize It! Use Technology, T392 Unit 3: Conduct Research: Use a Library Database, T398-T399 Unit 4: Conduct Research, T392-T393 Refine Research: Take Notes, T394-T395 Unit 5: Interact with Sources: Explore the Website, T20-T21 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377</p>
<p>D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p>Unit 1: Conduct Research, T390-T391 Unit 2: Conduct Research, T390-T391 Customize It! Use Technology, T392 Unit 3: Conduct Research: Use a Library Database, T398-T399 Unit 4: Minilesson: Generate Ideas, T83 Conduct Research, T392-T393 Refine Research: Take Notes, T394-T395 Unit 5: Interact with Sources: Explore the Website, T20-T21 Look Online, T374 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377</p>

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Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.K-2. Generate possible reasons for an event or development in the past.	Unit 4: <i>Cars Are Always Changing</i> , T42-T47 Interact with Sources: Explore the Infographic, Weekly Question, Why is important to make inventions better?, T20-T21 <i>Grandma's Phone</i> , T182-T187 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	Unit 4: <i>Cars Are Always Changing</i> , T42-T47 Interact with Sources: Explore the Infographic, Weekly Question, Why is important to make inventions better?, T20-T21 <i>Grandma's Phone</i> , T182-T187 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i> , T252-T257
DIMENSION 3, Evaluating Sources & USING EVIDENCE	
Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	Unit 1: Conduct Research, T390-T391 Unit 2: Conduct Research, T390-T391 Customize It! Use Technology, T392 Unit 3: Conduct Research: Use a Library Database, T398-T399 Unit 4: Minilesson: Generate Ideas, T83 Conduct Research, T392-T393 Refine Research: Take Notes, T394-T395 Unit 5: Look Online, T374 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377

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D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	<p>Unit 1: Explore and Plan: Introduce Persuasive Writing, Fact and Opinion, T388-T389 ELL Targeted Support: Demonstrate Listening Comprehension (facts/opinions), T389 Refine Research: Take Notes, T392 (Continued) Next Steps, T393 Differentiated Support: Option 1 Intervention, Option 2 Extend, T395</p> <p>Unit 5: Differentiated Support: Option 1 Intervention, Option 2 Extend, T379</p>
Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
DIMENSION 4, Communicating Conclusions & Taking INFORMED ACTION	
Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.K-2. Construct an argument with reasons.	<p>Unit 1: Tell Your Opinion, T394 COLLABORATE, T394 NEXT STEPS, T395 DIFFERENTIATED SUPPORT: Intervention/Extend, T395</p> <p>Unit 3: Minilesson: Write to Sources, T352-T353 Explore Persuasive Writing, T396-T397 COLLABORATE, T396, T400 Revise and Edit, T402-T403</p> <p>Unit 4: My View, T328</p> <p>Unit 5: Introduce Persuasive Poetry, T372-T373 Take Notes, T376-T377 Tell and Show Your Opinion, T378-T379</p>

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<p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>Unit 2: List Books: Simple Graphics, T82 Plan Your List Book, T84 Minilesson: Compose a Title, T150, Explore Main Idea, T151, Apply Main Idea, T152, Explore Details, T153 Introduce Informational Writing, T388-T389 Conduct Research: Sources, T390-T391 ELL Support: Informational Writing, T393 Next Steps, T393 Revise and Edit, T394-T395 (Continued) Unit 4: Explore and Plan: Informational Writing, T390-T391 Conduct an Interview, T392-T393 Revise and Edit, T396-T397 Unit 5: Apply Compose Questions, T144 Apply Compose Answers, T146 Organize Ideas, T208 Apply Graphics, T212 Add Details, T347</p>
<p>D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.</p>	<p>Unit 1: Tell Your Opinion, T394 COLLABORATE, T394 NEXT STEPS, T395 DIFFERENTIATED SUPPORT: Intervention/Extend, T395 Unit 3: COLLABORATE, T396, T400 Unit 4: My View, T328 Unit 5: Introduce Persuasive Poetry, T372-T373 Take Notes, T376-T377 Tell and Show Your Opinion, T378-T379</p>

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Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.K-2. Ask and answer questions about arguments.	<p>Unit 1: Tell Your Opinion, T394 COLLABORATE, T394 NEXT STEPS, T395 DIFFERENTIATED SUPPORT: Intervention/Extend, T395</p> <p>Unit 3: Minilesson: Write to Sources, T352-T353 Explore Persuasive Writing, T396-T397 COLLABORATE, T396, T400 Revise and Edit, T402-T403</p> <p>Unit 4: My View, T328</p> <p>Unit 5: Introduce Persuasive Poetry, T372-T373 Take Notes, T376-T377 Tell and Show Your Opinion, T378-T379</p>
D4.5.K-2. Ask and answer questions about explanations.	<p>Unit 2: List Books: Simple Graphics, T82 Plan Your List Book, T84 Minilesson: Compose a Title, T150, Explore Main Idea, T151, Apply Main Idea, T152, Explore Details, T153 Introduce Informational Writing, T388-T389 Conduct Research: Sources, T390-T391 ELL Support: Informational Writing, T393 Next Steps, T393 Revise and Edit, T394-T395</p> <p>Unit 4: Explore and Plan: Informational Writing, T390-T391 Conduct an Interview, T392-T393 Revise and Edit, T396-T397</p> <p>Unit 5: Apply Compose Questions, T144 Apply Compose Answers, T146 Organize Ideas, T208 Add Details, T347</p>

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Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	For supporting content please see: Unit 1: Small Group: Matching Texts to Learning, <i>At School</i> (problem and solution), T108 Minilesson: Reflect and Share, Talk About It, T134-T135 Small Group: Strategy Group, T136, Conferring, Compare Texts, T137 Unit 3: Writing Support: Problem and Resolution, T162 Minilesson: Describe Plot (problems), T342 Unit 4: Writing Support: Problem and Resolution, T154
D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.	For supporting content please see: Unit 1: Small Group: Matching Texts to Learning, <i>At School</i> (problem and solution), T108 Minilesson: Reflect and Share, Talk About It, T134-T135 Small Group: Strategy Group, T136, Conferring, Compare Texts, T137 Unit 3: Writing Support: Problem and Resolution, T162 Minilesson: Describe Plot (problems), T342 Unit 4: Writing Support: Problem and Resolution, T154

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<p>D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p>Unit 1: Inquire: Introduce the Project Let’s Go!, Collaborate, Museum Research Plan, T386-T387</p> <p>Unit 2: Inquire: Introduce the Project Get a Pet!, Collaborate, Pet Research Plan, T386-T387</p> <p>Unit 3: Minilesson: Apply Compose an Ending (vote), T232 Inquire: Introduce the Project My Favorite Story, Collaborate, T394-T395</p> <p>Unit 4: Inquire: Introduce the Project Looking Back, Collaborate, My Research Plan, T388-T389</p> <p>Unit 5: Inquire: Introduce the Project, The Best Weather Collaborate, Weather Research Plan, T370-T371</p>