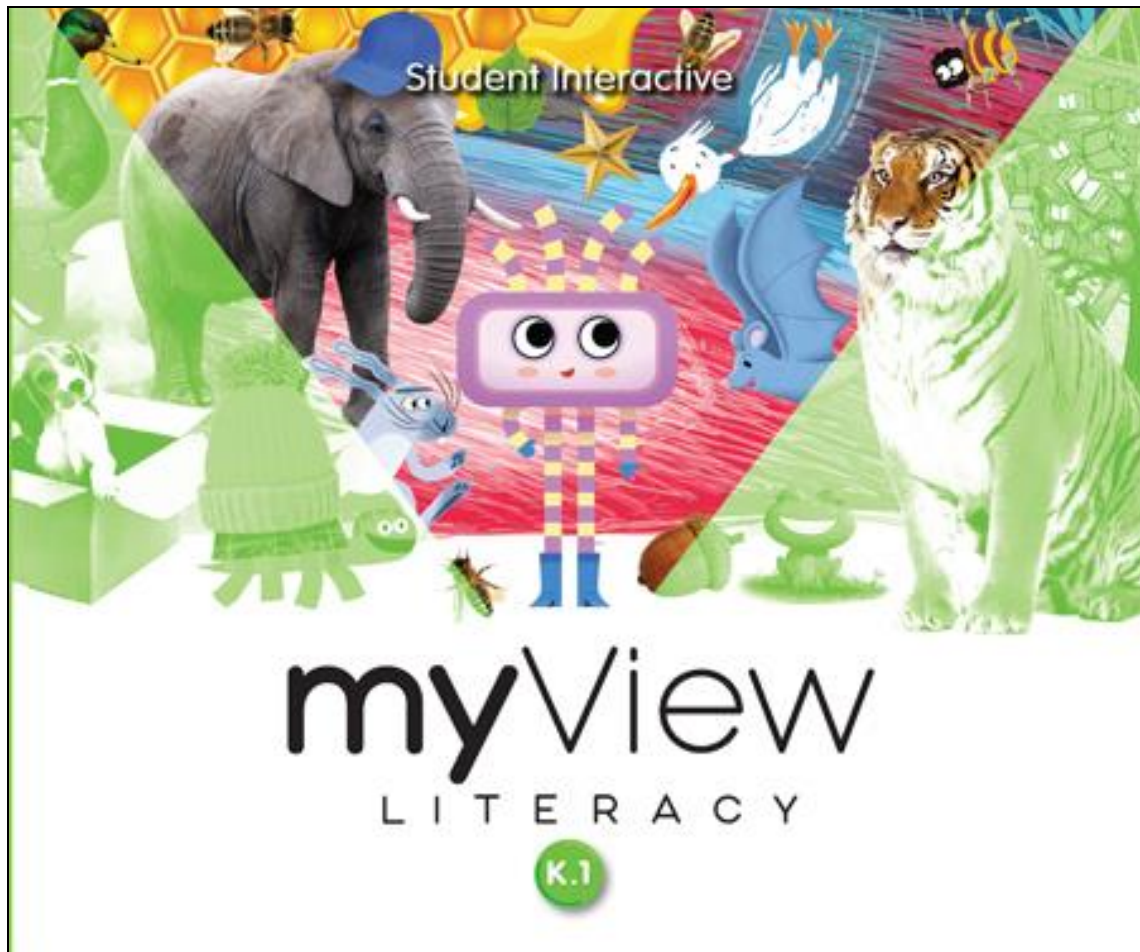


## A Correlation of



To the

# Common Core State Standards for English Language Arts Kindergarten

# **A Correlation of myView Literacy, Kindergarten, ©2020 to the Common Core State Standards for English Language Arts and Literacy, Kindergarten**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Common Core Standards for English Language Arts and Literacy**. 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>READING: LITERATURE</b>	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<b>SI:</b> Unit 1, Week 2, 81 / <b>TE:</b> Unit 1, Week 2, T128–T129 <b>SI:</b> Unit 3, Week 3, 119 / <b>TE:</b> Unit 3, Week 3, T193 <b>SI:</b> Unit 3, Week 3, 127 / <b>TE:</b> Unit 3, Week 3, T206–T207 <b>SI:</b> Unit 4, Week 5, 191 / <b>TE:</b> Unit 4, Week 5, T338–T339
RL.K.2 With prompting and support, retell familiar stories, including key details.	<b>SI:</b> Unit 1, Week 2, 82 / <b>TE:</b> Unit 1, Week 2, T134–T135 <b>SI:</b> Unit 2, Week 3, 120 / <b>TE:</b> Unit 2, Week 3, T204–T205 <b>SI:</b> Unit 3, Week 2, 90 / <b>TE:</b> Unit 3, Week 2, T142–T143 <b>SI:</b> Unit 4, Week 5, 192 / <b>TE:</b> Unit 4, Week 5, T344–T345 <b>SI:</b> Unit 5, Week 5, 192 / <b>TE:</b> Unit 5, Week 5, T330–T331
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<b>SI:</b> Unit 1, Week 1, 28 / <b>TE:</b> Unit 1, Week 1, T36–T37 <b>SI:</b> Unit 1, Week 1, 42 / <b>TE:</b> Unit 1, Week 1, T54–T55 <b>SI:</b> Unit 1, Week 4, 156 / <b>TE:</b> Unit 1, Week 4, T264–T265 <b>SI:</b> Unit 2, Week 3, 118 / <b>TE:</b> Unit 2, Week 3, T194–T195 <b>SI:</b> Unit 3, Week 5, 202 / <b>TE:</b> Unit 3, Week 5, T342–T343

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Craft and Structure	
RL.K.4 Ask and answer questions about unknown words in a text.	<b>SI:</b> Unit 1, Week 1, 39 <b>SI:</b> Unit 3, Week 3, 127 / <b>TE:</b> Unit 3, Week 3, T206–T207 <b>SI:</b> Unit 3, Week 5, 183–185 / <b>TE:</b> Unit 3, Week 5, T318–T319 <b>SI:</b> Unit 3, Week 5, 201 / <b>TE:</b> Unit 3, Week 5, T336–T337 <b>SI:</b> Unit 4, Week 5, 183 / <b>TE:</b> Unit 4, Week 5, T325 <b>SI only:</b> Unit 5, Week 3, 103 <b>TE only:</b> Unit 1, Week 2, T118
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	<b>SI:</b> Unit 3, Week 1, 28 / <b>TE:</b> Unit 3, Week 1, T36–T37 <b>SI:</b> Unit 3, Week 2, 68 / <b>TE:</b> Unit 3, Week 2, T108–T109 <b>SI:</b> Unit 3, Week 3, 112 / <b>TE:</b> Unit 3, Week 3, T184–T185 <b>SI:</b> Unit 3, Week 3, 128 / <b>TE:</b> Unit 3, Week 3, T212–T213
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>SI:</b> Unit 1, Week 1, 49 / <b>TE:</b> Unit 1, Week 1, T80 <b>SI:</b> Unit 1, Week 2, 89 / <b>TE:</b> Unit 1, Week 2, T154 <b>SI:</b> Unit 1, Week 4, 144–153 / <b>TE:</b> Unit 1, Week 4, T252 <b>SI only:</b> Unit 2, Week 3, 106–115 / <b>TE:</b> Unit 2, Week 3, T182 <b>TE only:</b> Unit 1, Week 5, T360
Integration of Knowledge and Ideas	
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>SI:</b> Unit 4, Week 3, 118 / <b>TE:</b> Unit 4, Week 3, T194–T195 <b>SI:</b> Unit 4, Week 5, 195 / <b>TE:</b> Unit 4, Week 5, T352–T353 <b>SI:</b> Unit 5, Week 3, 103 / <b>TE:</b> Unit 5, Week 3, T174 <b>TE only:</b> Unit 1, Week 4, T254 Unit 3, Week 2, T196
RL.K.8 (RL.K.8 not applicable to literature)	

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RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>SI:</b> Unit 3, Week 2, 87 / <b>TE:</b> Unit 3, Week 2, T126 <b>SI:</b> Unit 3, Week 2, 88 / <b>TE:</b> Unit 3, Week 2, T132–T133 <b>SI:</b> Unit 3, Week 2, 90 / <b>TE:</b> Unit 3, Week 2, T142–T143 <b>SI:</b> Unit 3, Week 5, 203 / <b>TE:</b> Unit 3, Week 5, T346–T347 <b>TE only:</b> Unit 1, Week 4, T276–T277
<b>Range of Reading and Level of Text Complexity</b>	
RL.K.10 Actively engage in group reading activities with purpose and understanding.	<b>SI:</b> Unit 2, Week 3, 106 / <b>TE:</b> Unit 2, Week 3, T182 <b>SI:</b> Unit 3, Week 1, 30 / <b>TE:</b> Unit 3, Week 1, T42 <b>SI:</b> Unit 3, Week 5, 190 / <b>TE:</b> Unit 3, Week 5, T330–T331 <b>SI:</b> Unit 4, Week 3, 106 / <b>TE:</b> Unit 4, Week 3, T182 <b>SI:</b> Unit 5, Week 5, 178 / <b>TE:</b> Unit 5, Week 5, T310
<b>READING: INFORMATIONAL TEXT</b>	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	<b>SI:</b> Unit 2, Week 2, 75 / <b>TE:</b> Unit 2, Week 2, T117 <b>SI:</b> Unit 2, Week 2, 81 / <b>TE:</b> Unit 2, Week 2, T128–T129 <b>SI:</b> Unit 5, Week 4, 139 / <b>TE:</b> Unit 5, Week 4, T241 <b>SI:</b> Unit 5, Week 4, 147 / <b>TE:</b> Unit 5, Week 4, T247 <b>SI:</b> Unit 5, Week 4, 155 / <b>TE:</b> Unit 5, Week 4, T260–T261
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	<b>SI:</b> Unit 1, Week 3, 118 / <b>TE:</b> Unit 1, Week 3, T194–T195 <b>SI:</b> Unit 2, Week 1, 42 / <b>TE:</b> Unit 2, Week 1, T54–T55 <b>SI:</b> Unit 2, Week 1, 44 / <b>TE:</b> Unit 2, Week 1, T64–T65 <b>SI:</b> Unit 4, Week 2, 80 / <b>TE:</b> Unit 4, Week 2, T124–T125

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<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Kindergarten</b></p>	<p align="center"><b>myView Literacy, ©2020 Print and Online Editions</b></p>
<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>SI:</b> Unit 1, Week 5, 195 / <b>TE:</b> Unit 1, Week 5, T338–T339  <b>SI:</b> Unit 4, Unit Opener, 10 / <b>TE:</b> Unit 4, Unit Opener, T13  <b>SI:</b> Unit 4, Week 1, 42 / <b>TE:</b> Unit 4, Week 1, T54–T55  <b>SI:</b> Unit 4, Week 4, 148–150 / <b>TE:</b> Unit 4, Week 4, T256–T257  <b>SI:</b> Unit 4, Week 4, 155 / <b>TE:</b> Unit 4, Week 4, T268–T269  <b>SI:</b> Unit 5, Week 2, 78 / <b>TE:</b> Unit 5, Week 2, T126</p>
<p>Craft and Structure</p>	
<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>SI:</b> Unit 4, Week 1, 39 / <b>TE:</b> Unit 4, Week 1, T47  <b>SI:</b> Unit 4, Week 2, 75 / <b>TE:</b> Unit 4, Week 2, T116  <b>SI:</b> Unit 5, Week 2, 64 / <b>TE:</b> Unit 5, Week 2, T106  <b>SI:</b> Unit 5, Week 4, 151 / <b>TE:</b> Unit 5, Week 4, T249  <b>TE only:</b> Unit 2, Week 2, T112</p>
<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p><b>SI:</b> Unit 1, Unit Opener, 10–11 / <b>TE:</b> Unit 1, Unit Opener, T13  <b>SI:</b> Unit 1, Week 2, 87 / <b>TE:</b> Unit 1, Week 2, T150  <b>SI:</b> Unit 1, Week 5, 201 / <b>TE:</b> Unit 1, Week 5, T360  <b>SI:</b> Unit 4, Week 4, 154 / <b>TE:</b> Unit 4, Week 4, T264–T265  <b>TE only:</b> Unit 1, Week 3, T182–T183</p>
<p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>SI:</b> Unit 1, Week 5, 180 / <b>TE:</b> Unit 1, Week 5, T317–T318  <b>SI:</b> Unit 4, Week 2, 69 / <b>TE:</b> Unit 4, Week 2, T112  <b>SI only:</b> Unit 2, Week 4, 156</p>

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Integration of Knowledge and Ideas	
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>SI:</b> Unit 1, Week 3, 116 / <b>TE:</b> Unit 1, Week 3, T188 <b>SI:</b> Unit 4, Week 4, 140 / <b>TE:</b> Unit 4, Week 4, T246–T247 <b>SI:</b> Unit 5, Week 1, 31 / <b>TE:</b> Unit 5, Week 1, T43 <b>SI:</b> Unit 5, Week 1, 33 / <b>TE:</b> Unit 5, Week 1, T43 <b>SI:</b> Unit 5, Week 1, 40 / <b>TE:</b> Unit 5, Week 1, T52–T53
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	<b>SI:</b> Unit 1, Week 3, 123 / <b>TE:</b> Unit 1, Week 3, T212–T213 <b>SI:</b> Unit 2, Week 5, 194 / <b>TE:</b> Unit 2, Week 5, T334–T335 <b>SI:</b> Unit 2, Week 5, 199 / <b>TE:</b> Unit 2, Week 5, T352–T353 <b>SI:</b> Unit 4, Week 4, 159 / <b>TE:</b> Unit 4, Week 4, T282–T283
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>SI:</b> Unit 1, Week 3, 120 / <b>TE:</b> Unit 1, Week 3, T204–T205 <b>SI:</b> Unit 2, Week 1, 44 / <b>TE:</b> Unit 2, Week 1, T64–T65 <b>SI:</b> Unit 2, Week 2, 82 / <b>TE:</b> Unit 2, Week 2, T134–T135 <b>SI:</b> Unit 5, Week 4, 154 / <b>TE:</b> Unit 5, Week 4, T256–T257 <b>TE only:</b> Unit 5, Week 4, T264
Range of Reading and Level of Text Complexity	
RI.K.10 Actively engage in group reading activities with purpose and understanding.	<b>SI:</b> Unit 2, Week 1, 30 / <b>TE:</b> Unit 2, Week 1, T42 <b>SI:</b> Unit 4, Unit Opener, 10 / <b>TE:</b> Unit 4, Unit Opener, T12–T13 <b>SI:</b> Unit 4, Week 4, 142 / <b>TE:</b> Unit 4, Week 4, T252 <b>SI:</b> Unit 5, Week 2, 64 / <b>TE:</b> Unit 5, Week 2, T106



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<b>READING: FOUNDATIONAL SKILLS</b>	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	<b>SI:</b> Unit 1, Week 2, 87 / <b>TE:</b> Unit 1, Week 2, T150 <b>SI:</b> Unit 1, Week 2, 88 / <b>TE:</b> Unit 1, Week 2, T151–T152 <b>SI:</b> Unit 2, Week 4, 156 / <b>TE:</b> Unit 2, Week 4, T264 <b>SI:</b> Unit 3, Week 1, 51 / <b>TE:</b> Unit 3, Week 1, T82 <b>SI:</b> Unit 5, Week 6, 211 / <b>TE:</b> Unit 5, Week 6, T368
RF.K.1.a Follow words from left to right, top to bottom, and page by page.	<b>SI:</b> Unit 1, Unit Opener, 10–11 / <b>TE:</b> Unit 1, Unit Opener, T12–T13 <b>SI:</b> Unit 3, Unit Opener, 11 / <b>TE:</b> Unit 3, Unit Opener, T12–T13 <b>SI:</b> Unit 3, Week 1, 51 / <b>TE:</b> Unit 3, Week 1, T82 <b>SI:</b> Unit 4, Week 1, 49 / <b>TE:</b> Unit 4, Week 1, T80
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	<b>SI:</b> Unit 1, Week 3, 126 / <b>TE:</b> Unit 1, Week 3, T221–T222 <b>SI:</b> Unit 2, Week 3, 126 / <b>TE:</b> Unit 2, Week 3, T221–T222 <b>SI only:</b> Unit 5, Week 4, 133 <b>TE only:</b> Unit 3, Week 5, T330
RF.K.1.c Understand that words are separated by spaces in print.	<b>SI:</b> Unit 1, Week 3, 126 / <b>TE:</b> Unit 1, Week 3, T221–T222 <b>SI:</b> Unit 2, Week 3, 126 / <b>TE:</b> Unit 2, Week 3, T221–T222 <b>SI:</b> Unit 5, Week 6, 211 / <b>TE:</b> Unit 5, Week 6, T368–T369 <b>TE only:</b> Unit 3, Week 5, T330
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	<b>SI:</b> Unit 1, Week 5, 169 / <b>TE:</b> Unit 1, Week 5, T302 <b>SI:</b> Unit 3, Week 1, 48 / <b>TE:</b> Unit 3, Week 1, T72 <b>SI:</b> Unit 3, Week 2, 92 / <b>TE:</b> Unit 3, Week 2, T148 <b>SI:</b> Unit 3, Week 3, 130 / <b>TE:</b> Unit 3, Week 3, T218 <b>TE only:</b> Unit 1, xxiv–xxv

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Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>SI:</b> Unit 2, Week 3, 92 / <b>TE:</b> Unit 2, Week 3, T162 <b>SI:</b> Unit 3, Week 2, 59 / <b>TE:</b> Unit 3, Week 2, T98 <b>SI:</b> Unit 4, Week 1, 19 / <b>TE:</b> Unit 4, Week 1, T26 <b>SI:</b> Unit 4, Week 2, 57 / <b>TE:</b> Unit 4, Week 2, T96 <b>SI:</b> Unit 4, Week 3, 95 / <b>TE:</b> Unit 4, Week 3, T166
RF.K.2.a Recognize and produce rhyming words.	<b>SI:</b> Unit 2, Week 1, 46 / <b>TE:</b> Unit 2, Week 1, T70 <b>SI:</b> Unit 2, Week 2, 84 / <b>TE:</b> Unit 2, Week 2, T140 <b>SI:</b> Unit 2, Week 3, 122 / <b>TE:</b> Unit 2, Week 3, T210 <b>SI:</b> Unit 2, Week 4, 160 / <b>TE:</b> Unit 2, Week 4, T280 <b>SI:</b> Unit 5, Week 3, 117 / <b>TE:</b> Unit 5, Week 3, T200 <b>TE only:</b> Unit 2, Week 5, T312 <b>TE only:</b> Unit 3, Week 2, T104
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	<b>SI:</b> Unit 3, Week 1, 16 / <b>TE:</b> Unit 3, Week 1, T22 <b>SI:</b> Unit 3, Week 2, 59 / <b>TE:</b> Unit 3, Week 2, T98 <b>SI:</b> Unit 3, Week 3, 100 / <b>TE:</b> Unit 3, Week 3, T170 <b>SI:</b> Unit 4, Week 3, 95 / <b>TE:</b> Unit 4, Week 3, T166
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	<b>SI:</b> Unit 1, Week 3, 92 / <b>TE:</b> Unit 1, Week 3, T162 <b>SI:</b> Unit 1, Week 3, 95 / <b>TE:</b> Unit 1, Week 3, T166 <b>SI:</b> Unit 2, Week 4, 130 / <b>TE:</b> Unit 2, Week 4, T232
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)	<b>SI:</b> Unit 1, Week 1, 16 / <b>TE:</b> Unit 1, Week 1, T22 <b>SI:</b> Unit 1, Week 1, 19 / <b>TE:</b> Unit 1, Week 1, T26 <b>SI:</b> Unit 1, Week 2, 54 / <b>TE:</b> Unit 1, Week 2, T92 <b>SI:</b> Unit 1, Week 4, 133 / <b>TE:</b> Unit 1, Week 4, T232 <b>SI:</b> Unit 2, Week 4, 140 / <b>TE:</b> Unit 2, Week 4, T242 <b>SI:</b> Unit 4, Week 3, 92–93 / <b>TE:</b> Unit 4, Week 3, T162

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RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>TE only:</b> Unit 4, Week 5, T302 Unit 5, Week 2, T96–T97 Unit 5, Week 4, T220–T221 Unit 5, Week 5, T300 Unit 5, Week 6, T364
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<b>SI:</b> Unit 1, Week 4, 137–139 / <b>TE:</b> Unit 1, Week 4, T240–T241 <b>SI:</b> Unit 3, Week 1, 24–25 / <b>TE:</b> Unit 3, Week 1, T28–T31 <b>SI:</b> Unit 3, Week 1, 26 / <b>TE:</b> Unit 3, Week 1, T28–T29, T30–T31 <b>SI:</b> Unit 3, Week 3, 107–109 / <b>TE:</b> Unit 3, Week 3, T178–T179 <b>SI:</b> Unit 3, Week 3, 110–111 / <b>TE:</b> Unit 3, Week 3, T180–T181 <b>SI:</b> Unit 5, Unit Opener, 10 / <b>TE:</b> Unit 5, Unit Opener, T13
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<b>SI:</b> Unit 2, Week 1, 26–27 / <b>TE:</b> Unit 2, Week 1, T32–T33 <b>SI:</b> Unit 2, Week 3, 103 / <b>TE:</b> Unit 2, Week 3, T172 <b>SI:</b> Unit 2, Week 3, 95 / <b>TE:</b> Unit 2, Week 3, T166 <b>SI:</b> Unit 2, Week 4, 131 / <b>TE:</b> Unit 2, Week 4, T232
RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<b>SI:</b> Unit 3, Week 4, 139 / <b>TE:</b> Unit 3, Week 4, T240 <b>SI:</b> Unit 3, Week 5, 177 / <b>TE:</b> Unit 3, Week 5, T310 <b>SI:</b> Unit 4, Week 1, 17 / <b>TE:</b> Unit 4, Week 1, T22 <b>SI:</b> Unit 4, Week 2, 55 / <b>TE:</b> Unit 4, Week 2, T92 <b>SI:</b> Unit 4, Week 3, 93 / <b>TE:</b> Unit 4, Week 3, T162
RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<b>SI:</b> Unit 1, Week 1, 25 / <b>TE:</b> Unit 1, Week 1, T27 <b>SI:</b> Unit 1, Week 4, 135 / <b>TE:</b> Unit 1, Week 4, T237 <b>SI:</b> Unit 2, Week 1, 25 / <b>TE:</b> Unit 2, Week 1, T27 <b>SI:</b> Unit 2, Week 2, 59 / <b>TE:</b> Unit 2, Week 2, T97

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RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>SI:</b> Unit 1, Week 5, 178 / <b>TE:</b> Unit 1, Week 5, T312 <b>SI:</b> Unit 1, Week 6, 206 / <b>TE:</b> Unit 1, Week 6, T372–T373 <b>SI:</b> Unit 1, Week 6, 208 / <b>TE:</b> Unit 1, Week 6, T378–T379 <b>SI:</b> Unit 2, Week 6, 206 / <b>TE:</b> Unit 2, Week 6, T372–T373 <b>SI:</b> Unit 2, Week 6, 208 / <b>TE:</b> Unit 2, Week 6, T378–T379
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	<b>SI:</b> Unit 1, Week 4, 137–139 / <b>TE:</b> Unit 1, Week 4, T240–T241 <b>SI:</b> Unit 2, Week 3, 99–101 / <b>TE:</b> Unit 2, Week 3, T170–T171 <b>SI:</b> Unit 3, Week 5, 183–185 / <b>TE:</b> Unit 3, Week 5, T318–T319 <b>SI:</b> Unit 4, Week 2, 61–63 / <b>TE:</b> Unit 4, Week 2, T100–T101 <b>SI:</b> Unit 5, Week 1, 20–23 / <b>TE:</b> Unit 5, Week 1, T28–T29
<b>WRITING</b>	
Texts Types and Purposes	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	<b>SI:</b> Unit 1, Week 6, 217 / <b>TE:</b> Unit 1, Week 6, T394–T395 <b>SI:</b> Unit 3, Week 6, 221–222 / <b>TE:</b> Unit 3, Week 6, T394–T396 <b>SI:</b> Unit 3, Week 6, 224–225 / <b>TE:</b> Unit 3, Week 6, T400–T403 <b>SI:</b> Unit 5, Week 6, 217 / <b>TE:</b> Unit 5, Week 6, T378–T379
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>SI:</b> Unit 1, Week 3, 120 / <b>TE:</b> Unit 1, Week 3, T204–T205 <b>SI:</b> Unit 2, Week 1, 49–51 / <b>TE:</b> Unit 2, Week 1, T80–T84 <b>SI:</b> Unit 2, Week 2, 87–89 / <b>TE:</b> Unit 2, Week 2, T150–T154 <b>SI:</b> Unit 2, Week 3, 125 / <b>TE:</b> Unit 2, Week 3, T220 <b>SI:</b> Unit 5, Week 2, 83–85 / <b>TE:</b> Unit 5, Week 2, T142–T146

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W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>SI:</b> Unit 3, Week 2, 95–97 / <b>TE:</b> Unit 3, Week 2, T158–T162 <b>SI:</b> Unit 3, Week 3, 133–135 / <b>TE:</b> Unit 3, Week 3, T228–T232 <b>SI:</b> Unit 4, Week 2, 87–89 / <b>TE:</b> Unit 4, Week 2, T150–T154 <b>SI:</b> Unit 4, Week 3, 125–127 / <b>TE:</b> Unit 4, Week 3, T220–T224 <b>TE only:</b> Unit 1, Week 6, T364–T365
Production and Distribution of Writing	
W.K.4 (W.K.4 begins in grade 3)	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>SI:</b> Unit 1, Week 4, 164–165 / <b>TE:</b> Unit 1, Week 4, T292–T294 <b>SI:</b> Unit 1, Week 5, 202 / <b>TE:</b> Unit 1, Week 5, T362 <b>SI:</b> Unit 2, Week 6, 217 / <b>TE:</b> Unit 2, Week 6, T394 <b>SI:</b> Unit 4, Week 6, 217 / <b>TE:</b> Unit 4, Week 6, T396
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>SI:</b> Unit 3, Week 6, 223 / <b>TE:</b> Unit 3, Week 6, T398–T399 <b>SI:</b> Unit 5, Week 4, 162 / <b>TE:</b> Unit 5, Week 4, T281–T282 <b>SI:</b> Unit 5, Week 4, 163 / <b>TE:</b> Unit 5, Week 4, T283–T284 <b>SI:</b> Unit 5, Week 6, 215 / <b>TE:</b> Unit 5, Week 6, T374–T375
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>SI:</b> Unit 1, Week 6, 212–217 / <b>TE:</b> Unit 1, Week 6, T386, T390, T392, T394 <b>SI:</b> Unit 2, Week 6, 212–218 / <b>TE:</b> Unit 2, Week 6, T386, T390, T392, T394 <b>SI:</b> Unit 4, Week 6, 212–218 / <b>TE:</b> Unit 4, Week 6, T388– T390, T392, T394–T396 <b>SI:</b> Unit 5, Week 6, 212–218 / <b>TE:</b> Unit 5, Week 6, T370– T372, T374–T379

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W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>SI:</b> Unit 1, Week 6, 216 / <b>TE:</b> Unit 1, Week 6, T392 <b>SI:</b> Unit 2, Week 6, 215–216 / <b>TE:</b> Unit 2, Week 6, T390 <b>SI:</b> Unit 5, Week 2, 85 / <b>TE:</b> Unit 5, Week 3, T146
Range of Writing	
(W.K.9 begins in grade 4)	
(W.K.10 begins in grade 3)	
<b>SPEAKING AND LISTENING</b>	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<b>SI:</b> Unit 2, Week 1, 14–15 / <b>TE:</b> Unit 2, Week 1, T20 <b>SI:</b> Unit 2, Week 3, 120 / <b>TE:</b> Unit 2, Week 3, T204–T205 <b>SI:</b> Unit 3, Week 2, 82 / <b>TE:</b> Unit 3, Week 2, T134–T135 <b>SI:</b> Unit 4, Unit Opener, 13 / <b>TE:</b> Unit 4, Unit Opener, T14 <b>SI:</b> Unit 4, Week 6, 212–213 / <b>TE:</b> Unit 4, Week 6, T388–T390 <b>TE only:</b> Unit 1, Week 2, T142
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>SI:</b> Unit 1, Week 6, 218 / <b>TE:</b> Unit 1, Week 6, T396 <b>SI:</b> Unit 3, Week 2, 90 / <b>TE:</b> Unit 3, Week 2, T142 <b>SI:</b> Unit 3, Week 6, 226 / <b>TE:</b> Unit 3, Week 6, T404 <b>SI:</b> Unit 5, Week 5, 192 / <b>TE:</b> Unit 5, Week 5, T330–T331 <b>TE only:</b> Unit 3, Week 1, T87
SL.K.1.b Continue a conversation through multiple exchanges.	<b>SI:</b> Unit 3, Week 4, 150 / <b>TE:</b> Unit 3, Week 4, T255 <b>SI:</b> Unit 3, Week 6, 220 / <b>TE:</b> Unit 3, Week 6, T394 <b>SI:</b> Unit 5, Week 4, 123 / <b>TE:</b> Unit 5, Week 4, T218 <b>SI:</b> Unit 5, Week 5, 199 / <b>TE:</b> Unit 5, Week 5, T349 <b>SI:</b> Unit 5, Week 6, 212 / <b>TE:</b> Unit 5, Week 6, T370

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<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>SI:</b> Unit 1, Week 2, 75 / <b>TE:</b> Unit 1, Week 2, T116–T117  <b>SI:</b> Unit 2, Week 2, 75 / <b>TE:</b> Unit 2, Week 2, T116  <b>SI:</b> Unit 4, Week 5, 191 / <b>TE:</b> Unit 4, Week 5, T338–T339  <b>SI:</b> Unit 5, Week 4, 139 / <b>TE:</b> Unit 5, Week 4, T241  <b>TE only:</b> Unit 2, Week 1, T34–T35</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>SI:</b> Unit 1, Week 4, 164 / <b>TE:</b> Unit 1, Week 4, T291–T292  <b>TE only:</b> Unit 2, Week 2, T112</p>
<p align="center">Presentation of Knowledge and Ideas</p>	
<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>SI:</b> Unit 4, Week 5, 165 / <b>TE:</b> Unit 4, Week 5, T300  <b>SI:</b> Unit 5, Week 6, 212–213 / <b>TE:</b> Unit 5, Week 6, T370–T371</p>
<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>SI:</b> Unit 1, Week 6, 218 / <b>TE:</b> Unit 1, Week 6, T396–T397  <b>SI:</b> Unit 2, Week 6, 218 / <b>TE:</b> Unit 2, Week 6, T396–T397  <b>SI:</b> Unit 3, Week 6, 226 / <b>TE:</b> Unit 3, Week 6, T404–T405  <b>SI:</b> Unit 4, Week 6, 218 / <b>TE:</b> Unit 4, Week 6, T398–T399  <b>SI:</b> Unit 5, Week 6, 218 / <b>TE:</b> Unit 5, Week 6, T280–T281</p>
<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>SI:</b> Unit 1, Week 6, 204 / <b>TE:</b> Unit 1, Week 6, T368–T369  <b>SI:</b> Unit 5, Week 2, 78 / <b>TE:</b> Unit 5, Week 2, T126</p>

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<b>LANGUAGE</b>	
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>SI:</b> Unit 2, Week 4, 163–165 / <b>TE:</b> Unit 2, Week 4, T290, T292, T294</p> <p><b>SI:</b> Unit 3, Week 5, 210 / <b>TE:</b> Unit 3, Week 5, T369</p> <p><b>SI:</b> Unit 4, Week 6, 218 / <b>TE:</b> Unit 4, Week 6, T398–T399</p> <p><b>SI:</b> Unit 5, Week 4, 161 / <b>TE:</b> Unit 5, Week 4, T280</p>
L.K.1.a Print many upper- and lowercase letters.	<p><b>SI:</b> Unit 1, Week 5, 172 / <b>TE:</b> Unit 1, Week 5, T306, T308</p> <p><b>SI:</b> Unit 2, Week 3, 96 / <b>TE:</b> Unit 2, Week 3, T166, T168</p> <p><b>SI:</b> Unit 3, Week 1, 20 / <b>TE:</b> Unit 3, Week 1, T26, T28</p> <p><b>SI:</b> Unit 3, Week 3, 104 / <b>TE:</b> Unit 3, Week 3, T174, T176</p> <p><b>TE only:</b> Unit 3, Week 4, T278, T282</p> <p><b>Digital Resources:</b>  <i>Resource Download Center</i>&gt;Handwriting Practice&gt;U2 W2 L1            &gt;U3 W4 L1            &gt;U3 W5 L1            &gt;U4 W1 L1</p>
L.K.1.b Use frequently occurring nouns and verbs.	<p><b>SI:</b> Unit 1, Week 2, 86 / <b>TE:</b> Unit 1, Week 2, T144–T145</p> <p><b>SI:</b> Unit 2, Week 4, 162 / <b>TE:</b> Unit 2, Week 4, T284–T285</p> <p><b>SI:</b> Unit 2, Week 4, 163 / <b>TE:</b> Unit 2, Week 4, T290</p> <p><b>SI:</b> Unit 2, Week 5, 200 / <b>TE:</b> Unit 2, Week 5, T354–T355</p>



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L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<b>SI:</b> Unit 1, Week 3, 124 / <b>TE:</b> Unit 1, Week 3, T214–T215 <b>SI:</b> Unit 1, Week 4, 162 / <b>TE:</b> Unit 1, Week 4, T284–T285 <b>SI:</b> Unit 1, Week 5, 200 / <b>TE:</b> Unit 1, Week 5, T354–T355
L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	<b>SI:</b> Unit 4, Week 4, 160 / <b>TE:</b> Unit 4, Week 4, T284–T285 <b>SI:</b> Unit 4, Week 5, 196 / <b>TE:</b> Unit 4, Week 5, T354–T355 <b>SI:</b> Unit 5, Week 2, 84 / <b>TE:</b> Unit 5, Week 2, T143–T144 <b>TE only:</b> Unit 1, Week 2, T128
L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<b>SI:</b> Unit 2, Week 5, 201 / <b>TE:</b> Unit 2, Week 5, T360 <b>SI:</b> Unit 3, Week 4, 170 / <b>TE:</b> Unit 3, Week 4, T292–T293 <b>SI:</b> Unit 3, Week 5, 208 / <b>TE:</b> Unit 3, Week 5, T362–T363
L.K.1.f Produce and expand complete sentences in shared language activities.	<b>SI:</b> Unit 4, Week 1, 48 / <b>TE:</b> Unit 4, Week 1, T74–T75 <b>SI:</b> Unit 5, Week 3, 118 / <b>TE:</b> Unit 5, Week 3, T202–T203 <b>SI:</b> Unit 5, Week 4, 160 / <b>TE:</b> Unit 5, Week 4, T274–T275 <b>SI:</b> Unit 5, Week 5, 196 / <b>TE:</b> Unit 5, Week 5, T340–T341
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SI:</b> Unit 2, Week 5, 202 / <b>TE:</b> Unit 2, Week 5, T361 <b>SI:</b> Unit 4, Week 2, 86 / <b>TE:</b> Unit 4, Week 2, T144–T145 <b>SI:</b> Unit 4, Week 4, 161 / <b>TE:</b> Unit 4, Week 4, T290 <b>SI:</b> Unit 4, Week 5, 198 / <b>TE:</b> Unit 4, Week 5, T361 <b>SI:</b> Unit 5, Week 3, 118 / <b>TE:</b> Unit 5, Week 3, T202–T203 <b>SI:</b> Unit 5, Week 5, 197 / <b>TE:</b> Unit 5, Week 5, T346

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<p>L.K.2.a Capitalize the first word in a sentence and the pronoun I.</p>	<p><b>SI:</b> Unit 2, Week 4, 164 / <b>TE:</b> Unit 2, Week 4, T292  <b>SI:</b> Unit 2, Week 5, 202 / <b>TE:</b> Unit 2, Week 5, T361  <b>SI:</b> Unit 3, Week 1, 50 / <b>TE:</b> Unit 3, Week 1, T76–T77  <b>SI:</b> Unit 5, Week 1, 46 / <b>TE:</b> Unit 5, Week 1, T70–T71</p>
<p>L.K.2.b Recognize and name end punctuation.</p>	<p><b>SI:</b> Unit 3, Week 5, 209 / <b>TE:</b> Unit 3, Week 5, T368  <b>SI:</b> Unit 4, Week 3, 124 / <b>TE:</b> Unit 4, Week 3, T214–T215  <b>SI:</b> Unit 4, Week 4, 161 / <b>TE:</b> Unit 4, Week 4, T290  <b>SI:</b> Unit 5, Week 2, 82 / <b>TE:</b> Unit 5, Week 2, T136–T137</p>
<p>L.K.2.c Write a letter or letters for most consonant and short- vowel sounds (phonemes).</p>	<p><b>SI:</b> Unit 1, Week 2, 54–56 / <b>TE:</b> Unit 1, Week 2, T92–T95  <b>SI:</b> Unit 2, Week 2, 54–56 / <b>TE:</b> Unit 2, Week 2, T92–T95  <b>SI:</b> Unit 2, Week 5, 170 / <b>TE:</b> Unit 2, Week 5, T304–T304  <b>SI:</b> Unit 3, Week 2, 62 / <b>TE:</b> Unit 3, Week 2, T100–T101</p>
<p>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>SI:</b> Unit 1, Week 6, 208 / <b>TE:</b> Unit 1, Week 6, T378–T379  <b>SI:</b> Unit 3, Week 6, 214 / <b>TE:</b> Unit 3, Week 6, T380–T381  <b>SI:</b> Unit 4, Week 3, 122 / <b>TE:</b> Unit 4, Week 3, T210–T211  <b>SI:</b> Unit 4, Week 4, 158 / <b>TE:</b> Unit 4, Week 4, T280–T281  <b>SI:</b> Unit 5, Week 1, 44 / <b>TE:</b> Unit 5, Week 1, T66–T67</p>

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Knowledge of Language	
L.K.3 (L.K.3 begins in grade 2)	
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<b>SI:</b> Unit 1, Week 1, 40 / <b>TE:</b> Unit 1, Week 1, T48 <b>SI:</b> Unit 1, Week 3, 116 / <b>TE:</b> Unit 1, Week 3, T188 <b>SI:</b> Unit 1, Week 4, 154 / <b>TE:</b> Unit 1, Week 4, T258 <b>SI:</b> Unit 3, Week 3, 107-109 / <b>TE:</b> Unit 3, Week 3, T178-T179 <b>SI:</b> Unit 3, Week 4, 145-147 / <b>TE:</b> Unit 3, Week 4, T248-T249 <b>SI:</b> Unit 4, Week 1, 38-39 / <b>TE:</b> Unit 4, Week 1, T46-T47 <b>SI:</b> Unit 4, Week 2, 74-75 / <b>TE:</b> Unit 4, Week 2, T116-T117 <b>SI:</b> Unit 4, Week 5, 183 / <b>TE:</b> Unit 4, Week 5, T325 <b>SI:</b> Unit 5, Week 4, 150-151 / <b>TE:</b> Unit 5, Week 4, T249 <b>TE only:</b> Unit 1, Unit Opener, T14
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	<b>SI:</b> Unit 1, Week 4, 138 / <b>TE:</b> Unit 1, Week 4, T241 <b>SI:</b> Unit 3, Week 3, 116 / <b>TE:</b> Unit 3, Week 3, T192 <b>TE:</b> Unit 1, Week 1, T49 <b>TE:</b> Unit 2, Week 4, T278-T279 <b>TE:</b> Unit 5, Week 2, T113 <b>TE:</b> Unit 5, Week 3, T179
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	<b>SI:</b> Unit 2, Week 4, 159 / <b>TE:</b> Unit 2, Week 4, T278-T279 <b>SI:</b> Unit 3, Week 4, 167 / <b>TE:</b> Unit 3, Week 4, T286-T287 <b>SI:</b> Unit 4, Week 4, 157 / <b>TE:</b> Unit 4, Week 4, T278-T279 <b>SI:</b> Unit 5, Week 4, 157 / <b>TE:</b> Unit 5, Week 4, T268-T269

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<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>SI:</b> Unit 1, Week 1, 45 / <b>TE:</b> Unit 1, Week 1, T68  <b>SI:</b> Unit 2, Week 1, 45 / <b>TE:</b> Unit 2, Week 1, T68  <b>SI:</b> Unit 3, Week 1, 47 / <b>TE:</b> Unit 3, Week 1, T70  <b>SI:</b> Unit 3, Week 3, 124 / <b>TE:</b> Unit 3, Week 3, T196–T197  <b>SI:</b> Unit 4, Week 1, 45 / <b>TE:</b> Unit 4, Week 1, T68  <b>SI:</b> Unit 5, Week 1, 43 / <b>TE:</b> Unit 5, Week 1, T64</p>
<p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>SI:</b> Unit 1, Week 1, 46 / <b>TE:</b> Unit 1, Week 1, T70  <b>SI:</b> Unit 1, Week 2, 84 / <b>TE:</b> Unit 1, Week 2, T140  <b>SI:</b> Unit 1, Week 3, 122 / <b>TE:</b> Unit 1, Week 3, T210  <b>SI:</b> Unit 1, Week 4, 160 / <b>TE:</b> Unit 1, Week 4, T280  <b>SI:</b> Unit 1, Week 5, 198 / <b>TE:</b> Unit 1, Week 5, T350</p>
<p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>SI:</b> Unit 1, Week 2, 83 / <b>TE:</b> Unit 1, Week 2, T138  <b>SI:</b> Unit 2, Week 2, 83 / <b>TE:</b> Unit 2, Week 2, T138  <b>SI:</b> Unit 3, Week 2, 91 / <b>TE:</b> Unit 3, Week 2, T146  <b>SI:</b> Unit 5, Week 2, 79 / <b>TE:</b> Unit 5, Week 2, T130</p>
<p>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p><b>SI:</b> Unit 2, Week 1, 30 / <b>TE:</b> Unit 2, Week 1, T42–T43  <b>SI:</b> Unit 2, Week 1, 40 / <b>TE:</b> Unit 2, Week 1, T48–T49  <b>TE only:</b> Unit 1, Unit Opener, T14  Unit 2, Week 2, T42</p>
<p>L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><b>TE only:</b> Unit 2, Week 4, T284–T285  Unit 3, Week 2, T126–T127  Unit 4, Week 4, T258–T259</p>

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<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>SI:</b> Unit 1, Week 5, 196 / <b>TE:</b> Unit 1, Week 5, T344–T345  <b>SI:</b> Unit 1, Week 5, 197 / <b>TE:</b> Unit 1, Week 5, T348–T349  <b>SI:</b> Unit 1, Week 6, 204–205 / <b>TE:</b> Unit 1, Week 6, T368  <b>SI:</b> Unit 2, Week 6, 204–205 / <b>TE:</b> Unit 2, Week 6, T368  <b>SI:</b> Unit 3, Week 5, 205 / <b>TE:</b> Unit 3, Week 5, T356–T357  <b>SI:</b> Unit 5, Week 6, 212–213 / <b>TE:</b> Unit 5, Week 6, T370</p>