

A Correlation of



Kindergarten, ©2020

To the

**Florida Next Generation
Sunshine State Standards for Science
Kindergarten**

SAVVAS

A Correlation of myView Literacy, Kindergarten, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Kindergarten

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Florida Next Generation Sunshine State Standards for Science**. 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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<p>SC.K.N.1.1 Collaborate with a partner to collect information.</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Conduct Research: Ask a Librarian, T390–T391</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Conduct Research: Sources, T390–T391 Research Project: Informational Writing: Research a Pet, T386–T397</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Conduct Research: Use a Library Database, T398–T399</p> <p>Unit 4: <u>Activities and Supplemental Material</u> Conduct Research: Conduct an Interview, T392–T393</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Research Seasons and Weather, T370–T381</p>
<p>SC.K.N.1.2 Make observations of the natural world</p>	<p>Unit 1:</p>

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<p>and know that they are descriptors collected using the five senses.</p>	<p><u>Selections</u> Infographic: "Exploring the Woods" T230–T231 Read Aloud: "In the Mountains" T244–T245 Map: "What Is in a Neighborhood?" T300–T301 Read Aloud: "What Is at the Pond?" T314–T315 Unit 2: <u>Leveled Readers</u> At the Seaside (Informational Text) At the Pond (Informational Text) The Rose Plant (Informational Text) Basic Needs (Informational Text) Animal and Plant Needs How Does It Feel? (Informational Text) Senses <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T116 (Observing Nature) Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature) Unit 4: <u>Selections</u> <u>Leveled Readers</u> Chimp School (Informational Text) Unit 5: <u>Selections</u> Web Site: "Weather in Our Country" T20–T21 Infographic: "Living in the Desert" T86–T87 Read Aloud: "Life in the Rainforest" T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 <u>Leveled Readers</u> Seasons (Informational Text) At Night (Informational Text) Animals in the Rain (Informational Text) Rainbows (Informational Text) Go Outside! (Informational Text) A Very Hot Day (Narrative) <u>Activities and Supplemental Material</u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
<p>SC.K.N.1.3 Keep records as appropriate - such as pictorial records - of investigations conducted.</p>	<p>Unit 2: <u>Activities and Supplemental Material</u></p>

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	<p>Research Project: Informational Writing: Research a Pet, T386–T397</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Research Seasons and Weather, T370–T381</p>
SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.	<p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research a Pet, T386–T397</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Research Project: Research Seasons and Weather, T370–T381</p>
SC.K.N.1.5 Recognize that learning can come from careful observation.	<p>Unit 1: <u>Selections</u> Infographic: “Exploring the Woods” T230–T231 Read Aloud: “In the Mountains” T244–T245 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T116 (Observing Nature)</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Read: <i>A Desert in Bloom</i> T108–T111</p> <p><u>Leveled Readers</u> At Night (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
SC.K.P.10.1 Observe that things that make sound vibrate.	<p>For supporting content please see:</p> <p>Unit 4: <u>Selections</u></p>

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	Infographic: "Making Communication Better" T20–T21
SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.	<p>Unit 1: <u>Leveled Readers</u> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p>Unit 2: <u>Selections</u> Poem: "Let's Exercise!" T300–T301 Read Aloud: "Time to Move!" T314–T315</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T326 (Benefits of Exercise)</p> <p>Unit 4: <u>Selections</u> Read: <i>Cars Are Always Changing</i> T42–T47</p> <p>Unit 5: <u>Selections</u> Read Aloud: "The Shaking Earth" T32–T33 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p>
SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.	<p>Unit 1: <u>Leveled Readers</u> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p>Unit 4: <u>Selections</u> Read: <i>Cars Are Always Changing</i> T42–T47</p>
SC.K.L.14.1 Recognize the five senses and related body parts.	<p>Unit 2: <u>Selections</u> Infographic: "Time to Move!" T20–T21 Infographic: "Eating Well" T160–T161</p>

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	<p>Read: <i>Run, Jump, and Swim</i> T322–T327</p> <p>Unit 3: <u>Leveled Readers:</u> I Can Move (Narrative Nonfiction) <u>Activities and Supplemental Material</u> Visualize, T45, T60-T61 Author’s Craft, T150</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Visualize, T190 Add Details to Words and Pictures, T345</p>
<p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p>	<p>Unit 1: <u>Leveled Readers:</u> A House for a Mouse (Animal Fantasy) Ant’s Hill (Animal Fantasy) A Mice Hike (Animal Fantasy) The Tea Party (Animal Fantasy)</p> <p>Unit 2: <u>Selections:</u> “Do We Need This?” T182-T189</p> <p><u>Leveled Readers:</u> Busy Bee (Narrative)</p> <p>Unit 3: <u>Selections:</u> “How Anansi Got His Stories” T42-T51 “Mosni Can Help” T330-T337</p> <p><u>Leveled Readers:</u> Time for a Story (Animal Fantasy) They All Play (Animal Fantasy) A Mice Hike (Animal Fantasy)</p> <p>Unit 4: <u>Leveled Readers:</u> Mouse Pictures (Animal Fantasy) The Suitcase (Animal Fantasy)</p> <p>Unit 5: <u>Leveled Readers:</u> Let’s Go (Narrative) Three Little Kittens (Traditional)</p>
<p>SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p>	<p>Unit 1: <u>Selections</u> Infographic: “Exploring the Woods” T230–T231</p> <p>Unit 2: <u>Selections</u></p>

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	<p>Infographic: "Making a Place to Live" T90–T91 Read Aloud: "What Animals Need" T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: "How Anteaters Eat" T230–T231 Read Aloud: "Hungry Animals" T244–T245 Leveled Readers Baby Bird (Informational Text) The Garden (Narrative) My Pet (Narrative Nonfiction) At the Seaside (Informational Text) At the Pond (Informational Text) The Rose Plant (Informational Text) Basic Needs (Informational Text) Animal and Plant Needs Wake Up! (Narrative) Animals Activities and Supplemental Material Cross-Curricular Perspectives: Science, T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, T47 (Animal Body Parts) Cross-Curricular Perspectives: Science, T115 (Bees and Insects) Cross-Curricular Perspectives: Science, T116 (Observing Nature) Cross-Curricular Perspectives: Science, T185 (Animal Wants and Needs) Cross-Curricular Perspectives: Science, T254 (Animal Homes) Unit 5: Selections Infographic: "Living in the Desert" T86–T87 Read Aloud: "Life in the Rainforest" T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 Activities and Supplemental Material Cross-Curricular Perspectives: Science, T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science, T314 (Tree Life Cycle)</p>
<p>SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p>	<p>For supporting content please see: Unit 3: Selections: Decodable Book: "Can You Help?" (dropping items), T209, T269</p>

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<p>SC.K.E.5.2 Recognize the repeating pattern of day and night.</p>	<p>For supporting content please see: Unit 3: <u>Selections:</u> "Duck Meets the Moon" T190-T197 Unit 5: <u>Leveled Readers</u> At Night (Informational Text)</p>
<p>SC.K.E.5.3 Recognize that the Sun can only be seen in the daytime.</p>	<p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Planets) Unit 5: <u>Selections</u> Infographic: "Living in the Desert" T86–T87 Read Aloud: "Winter Fun" and "The Storm" T164–T165 <u>Leveled Readers</u> Seasons (Informational Text) At Night (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)</p>
<p>SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.</p>	<p>Unit 1: <u>Selections:</u> Interact with Sources: Using Your Imagination (Walking on Moon), T20-T21 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Planets) Unit 3: <u>Selections:</u></p>

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	<p>"Duck Meets the Moon" T190-T197 Unit 4: <u>Selections:</u> Narrative Nonfiction: Anchor Chart (Moon), T36-T37 Unit 5: <u>Leveled Readers</u> At Night (Informational Text)</p>
<p>SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.</p>	<p>For supporting content please see: Unit 1: <u>Leveled Readers</u> This Is My Home (Informational Text) Animal Homes Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T116 (Observing Nature) Unit 5: <u>Leveled Readers</u> At Night (Informational Text) What Do the Clouds Say Today? (Informational Text) Leaves (Narrative)</p>
<p>SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.</p>	<p>For supporting content please see: Unit 3: <u>Selections:</u> "Duck Meets the Moon" T190-T197 Unit 4: <u>Selections:</u> Narrative Nonfiction: Anchor Chart (Moon), T36-T37 Unit 5: <u>Leveled Readers</u></p>

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	<p>At Night (Informational Text) What Do the Clouds Say Today? (Informational Text) The Storm (Narrative) Rainbows (Informational Text)</p>
<p>SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.</p>	<p>For supporting content please see: Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature) Unit 5: <u>Leveled Readers</u> Leaves (Narrative) Rocks Around Us (Informational Text) We Eat</p>
<p>SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p>	<p>Unit 3: <u>Leveled Readers</u> Paper Chains (Nonfiction) Toll the Dough (Narrative) Cleaning Up (Informational Text) Unit 4: <u>Leveled Readers</u> Build a Tower (Narrative)</p>