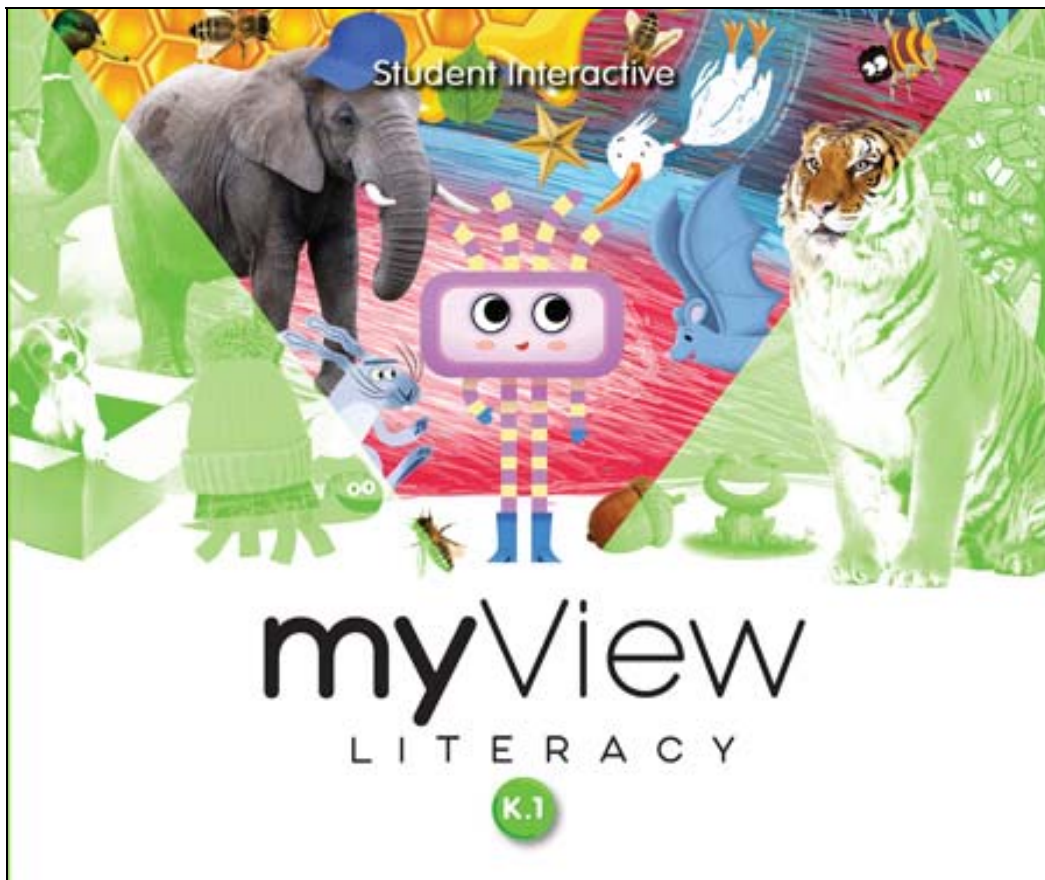


A Correlation of



Kindergarten, ©2020

To the

**Massachusetts Curriculum Framework
2018 History and Social Science Framework
Kindergarten**

SAVVAS

A Correlation of myView Literacy, Kindergarten, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *Massachusetts Curriculum Framework – History and Social Science Framework*. Correlation page references are to the Teacher’s Edition and are cited by grade, unit page references and digital 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.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
Kindergarten Content Standards	
Building on knowledge from the previous year, students should be able to:	
Topic 1. Civics: classroom citizenship [K.T1]	
<i>Supporting Question: What does it mean to be responsible?</i>	
1. Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.	Unit 4: 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 Cross-Curricular Perspectives: Science, Blizzards, T246
2. Take on responsibilities and follow through on them, being helpful to and respectful of others (e.g., volunteer for and carry out tasks in the classroom and at home).	Unit 4: Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254-T257 Unit 5: Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Safe Areas in Home, T242 Cross-Curricular Perspectives: Science, Blizzards, T246 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level A>I Can Help >Guided Reading Level B> Cleaning Up >Guided Reading Level D>We Take Care
Clarification Statement: <i>Standards 1 and 2 reflect Standards 6 and 11 of the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning, skills in the areas of social awareness and responsible decision-making.</i>	
3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.	Unit 4: Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254-T257 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level A>I Can Help >Guided Reading Level B> Cleaning Up
Clarification Statement: <i>Students should be exposed to a variety of biographies, autobiographies, and</i>	

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
<p><i>historical fiction in picture books or videos. Note that the kindergarten standards for reading in the Massachusetts English Language Arts and Literacy Framework ask that students ask and answer questions about books and identify characters and major events in a story. Stories that deal with creating rules in order to resolve conflicts will support meeting Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standard 9; depending on the focus of the text, other Standards, such as 6 and 11, may be involved.</i></p>	
<p>4. Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States:</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>a. why the flag of United States of America is red, white, and blue and has stars and stripes</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>b. why the Bald Eagle is the national emblem of United States</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>c. why "The Star-Spangled Banner" is the national anthem of the United States</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>d. what the words of the "Pledge of Allegiance" mean</p>	<p>For opportunities to address this standard please see:</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	<p>Unit 4: Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>Clarification Statement: <i>Teachers should explore the history and stories surrounding the national symbols to build contextual understanding of their significance. Knowledge of symbols and songs should be shared between grades K and 1.</i></p>	
<p>Topic 2. Geography: connections among places [K.T2]</p>	
<p>Supporting Question: <i>How do maps, globes, and photographs show different things about a place?</i></p>	
<p>1. Describe the location of people, objects, and places, using correctly words and phrases such as <i>up, down, near, far, left, right, straight, back, behind, in front of, next to, between.</i> <i>For example, a student describes the location of his classroom as being "near the office, straight down the hall next the library." Note that the kindergarten standards of the Massachusetts Mathematics Framework also ask students to describe the relative positions of objects using accurate vocabulary.</i></p>	<p>Unit 1: Introduce the Unit: T12-T15 Interact with Sources: Explore the Map, T300-T301 Picture Dictionary, T416-T417 Unit 3: Cross-Curricular Perspectives: Social Studies, T116</p>
<p>2. With support, explain the similarities and differences between maps and globes.</p>	<p>For supporting content please see: Unit 1: Interact with Sources: Explore the Map, T300-T301 Unit 2: Interact with Sources, T20-T21 Minilesson: Informational Text, T246-T247 Unit 3: Cross-Curricular Perspectives: Social Studies, T44, T116, T122, T332 Unit 5: Cross-Curricular Perspectives: Social Studies, T44 Cross-Curricular Perspectives: Science, T246</p>
<p>Clarification Statement: <i>Students should be exposed to a variety of map projections in order to begin to demonstrate that cartographers design maps differently for different purposes and audiences. Students should understand that maps and globes are kinds of visual texts designed to give specialized information about places.</i></p>	
<p>3. Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).</p>	<p>For opportunities to address this standard please see: Digital Resources: Resource Download Center>Handwriting</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	Practice>U5 W3 L3 >U5 W5 L3
<p>Clarification Statement: <i>Students should begin to build understanding of connections among geographical communities, including home, local city or town, state, country, nation, and connections to communities and nations around the world.</i></p>	
<p>4. With support, on a state map, find the city or town where the student’s school is located; on a street map of the city or town, find the location of the student’s school.</p>	<p>For opportunities to address this standard please see: Unit 1: Introduce the Unit: T12-T15 Picture Dictionary, T416-T417</p> <p>Digital Resources: <i>Unit 1: Going Places</i>>Introduction>Unit 1 Video: My Community</p>
<p>5. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student’s home or school. <i>For example, a student uses a map and a series of photographs of the school and its surrounding area as visual aids when she explains to a friend where the school bus stops, where it is safe to cross the street with the crossing guard, where to enter the school, and where to find the swings or a place to play ball on the playground.</i></p>	<p>Unit 1: Introduce the Unit: T12-T15 Interact with Sources: Explore the Map, T300-T301 Student Interactive, T339 Picture Dictionary, T416-T417</p> <p>Unit 2: Minilesson: Informational Text, T246-T247</p> <p>Unit 4: Conferring, T67</p> <p>Unit 5: Cross-Curricular Perspectives: Science, Blizzards (Map of U.S.), T246</p> <p>Digital Resources: <i>Unit 1: Going Places</i>>Introduction>Unit 1 Video: My Community</p>
<p>6. Construct maps, drawings, and models that show physical features of familiar places.</p>	<p>For opportunities to address this standard please see: Unit 1: Introduce the Unit: T12-T15 Interact with Sources: Explore the Map, T300-T301 Student Interactive, T339 Picture Dictionary, T416-T417</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	<p>Unit 2: Minilessons: Informational Text, T246-T247</p> <p>Unit 4: Conferring, T67</p> <p>Unit 5: Cross-Curricular Perspectives: Science, Blizzards (Map of U.S.), T246</p> <p>Digital Resources: <i>Unit 1: Going Places</i>>Introduction>Unit 1 Video: My Community</p>
Topic 3: History: shared traditions [K.T3]	
Supporting Question: <i>How do we commemorate our shared history as a nation and community?</i>	
<p>1. Describe how some days, called civic holidays, are special because they celebrate important events or people in history (See the Resource Supplement, Section III, for a list of state, national, and international civic holidays and their histories).</p>	<p>For opportunities to address this standard please see:</p> <p>Unit 4: Shared Read: Changing Laws, Changing Lives: Martin Luther King, Jr. T253-TT257 Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324 Cross-Curricular Perspectives: Social Studies (Martin Luther King), T254</p>
<p>2. Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.</p>	<p>For supporting content please see:</p> <p>Unit 4: Shared Read: Tempura, Tempera, T323-T327 Cross-Curricular Perspectives: Social Studies, T324 Student Interactive, T329</p> <p>Digital Resources: <i>Leveled Readers</i> > Guided Reading Level B> Chinese New Year, Merry Christmas</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	<i>Leveled Readers</i> > Guided Reading Level D> Rosh Hashanah
<p>Clarification Statement: <i>The emphasis should be on celebrations and traditions of members of the local community. Note that when students learn about each other's celebrations and traditions they are addressing Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standard 6 (recognizing diversity and demonstrating respect for others) as well as building self-efficacy skills (Standard 3, confidence in having their identities recognized).</i></p>	
<p>3. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:</p>	
<p>a. Sequential actions: <i>first, next, last;</i></p>	<p>Unit 2: Informational Text, T106-T107 Minilesson: Find Text Structure, T124-T125 Explore Organize Ideas, T223 Unit 4: Cross-Curricular Perspectives: Social Studies, Time Line, T257 Unit 5: Minilesson: Informational Text (Sequence), T100-T101 Minilesson: Find Text Structure, T118-T119</p>
<p>b. Chronology and time: <i>now, then, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, last or next month, last or next year.</i></p>	<p>Unit 2: Minilesson: Informational Text, T106-T107 Minilesson: Find Text Structure, T124-T125 Unit 4: Interact with Sources: Explore the Infographic, T20-T21 Interact with Sources: Explore the Infographic, T90-T91 Uncovering the Past, T112-T117 Cross-Curricular Perspectives: Social Studies, People of the Past, T114</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	Interact with Sources: Explore the Infographic, T230-T231 ELL Targeted Support: Time Lines, T246 Small Group: Matching Texts to Learning, <i>A Long Time Ago</i> , T249 Cross-Curricular Perspectives: Social Studies, Time Line, T257 Intervention Activity: Decodable Book: <i>Now and the Past</i> , T333 Unit 5: Minilesson: Informational Text (Sequence), T100-T101 Minilesson: Find Text Structure, T118-T119
<p>Clarification Statement: <i>Examples could include personal, school, historical, and community events, or observations of natural phenomena in the past, present, and future. Note that the kindergarten standards of the Massachusetts Science and Technology/Engineering Framework ask students to use and share quantitative observations of local weather conditions to describe patterns over time.</i></p>	
<p>Topic 4. Economics: work and commerce (shared with pre-kindergarten) [K.T4]</p>	
<p>Supporting Question: <i>What kinds of work do women, men, and children do?</i></p>	
<p>Working</p>	
<p>1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p>	<p>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</p>

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
	Small Group: Matching Texts to Learning, <i>Fire! Fire!</i> , T249
<p>Clarification Statement: <i>Examples should include the services provided by family members and guardians (e.g., making meals, taking care of children, washing dishes) goods and services provided by community workers from both the public and private sectors in the fields of safety, government, health, education, business, transportation, the arts and sports. Note that lessons related to this standard may provide examples aligned with Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standards¹⁰, for which the objective is to demonstrate the ability to seek help and offer help.</i></p>	
<p>Buying, Selling and Trading Goods and Services</p>	
<p>2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Art Store, T324</p> <p>Unit 2: Read Aloud: Pedro and Maria’s Camping Adventure, T174-T175 <i>Do We Need This?</i>, 182-187 Cross-Curricular Perspectives: Science, Want and Needs, T185 Minilesson: Develop Vocabulary, T188-T189 Small Group: Matching Texts to Learning, <i>Basic Needs</i>, T249</p> <p>Unit 5: Poetry Collection, T172-T177 Cross-Curricular Perspectives: Social Studies, Iroquois Legend (how to plant crops), T177</p>
<p>Clarification Statement: <i>A need is something that a person must have for health and survival, while a want is something that a person would like to have.</i></p>	
<p>3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>	<p>For supporting content please see:</p> <p>Unit 1: Cross-Curricular Perspectives: Social Studies, Art Store, T324</p> <p>Unit 2: Read Aloud: Pedro and Maria’s Camping Adventure, T174-T175 <i>Do We Need This?</i>, 182-187 Cross-Curricular Perspectives: Science, Want and Needs, T185 Minilesson: Develop Vocabulary, T188-T189</p>
<p>Clarification Statement: <i>Goods are objects that can satisfy people’s needs and wants; services are activities</i></p>	

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Kindergarten, ©2020
<i>that can satisfy people's needs and wants.</i>	