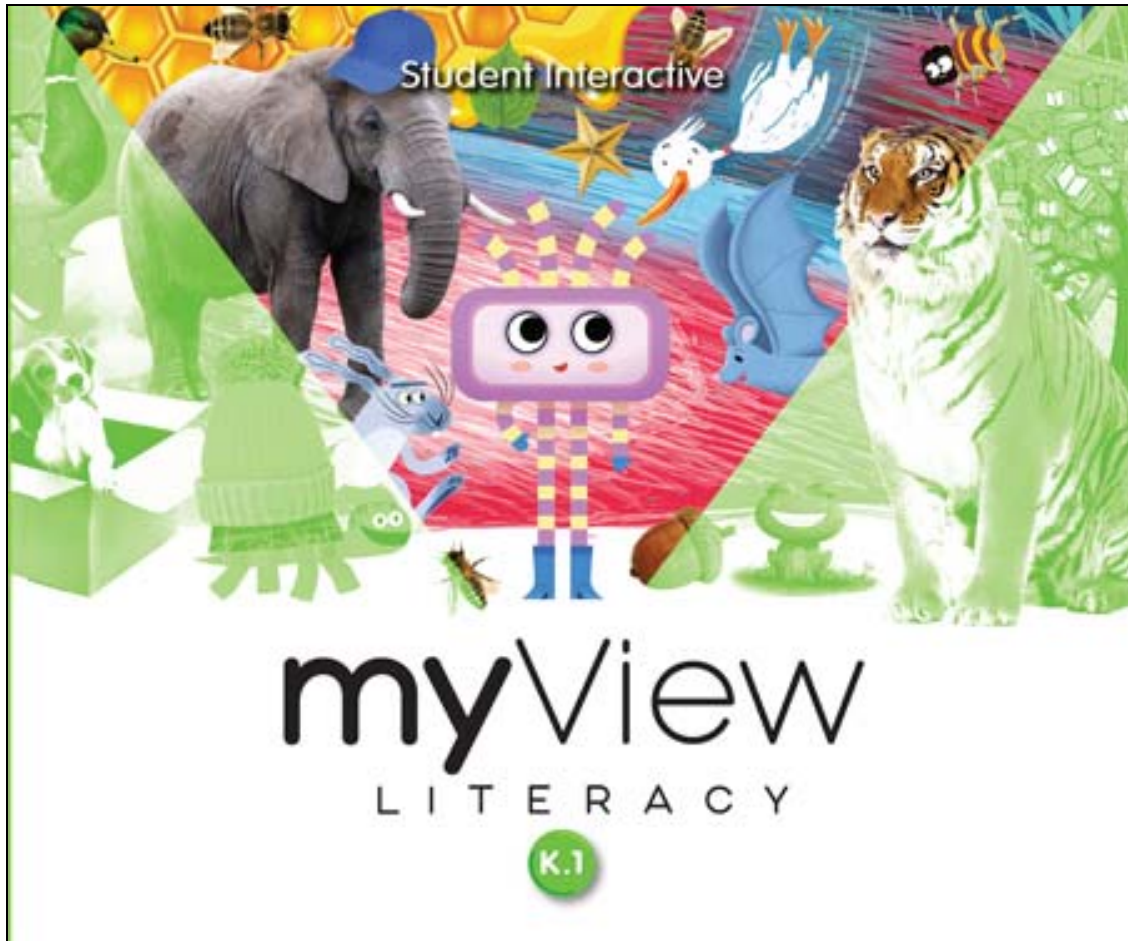


A Correlation of



To the

**Massachusetts
Science and Technology/Engineering
Curriculum Framework
Kindergarten**

SAVVAS

A Correlation of myView Literacy, Grade K, ©2020 to the Massachusetts Science and Technology/Engineering Curriculum Framework

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *Massachusetts Science and Technology/Engineering Curriculum Framework*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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Kindergarten	
Kindergarten: Earth and Space Sciences	
ESS2. Earth’s Systems	
<p>K-ESS2-1. Use and share quantitative observations of local weather conditions to describe patterns over time.</p>	<p>Unit 2: Selections Infographic: “Time to Move!” T20–T21 Read: <i>Animals on the Move</i> T42–T47</p> <p>Unit 3: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U3: T124 (Scientists Observe Nature)</p> <p>Unit 5: Selections Student Interactive: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Poetry: “Weather Poems” T152–T153 Read Aloud: “Winter Fun” and “The Storm” T164–T165 Infographic: “How Rain Helps Elephants” T290–T291</p> <p>Activities and Supplemental Material Compare Across Texts: Outside My Door, U5: T354–T355 (Seasons) Research Project: Research Seasons and Weather, U5: T370–T381</p> <p>Digital Resources: Unit 3>Leveled Readers>Tracks in the Snow ><i>Unit 5</i>> Animals in the Rain (Informational Text) >A Very Hot Day (Narrative) >Rainbows (Informational Text) >Seasons (Informational Text) >The Storm (Narrative) >The Wind (Narrative) >What Do the Clouds Say Today? (Informational Text) >Where Is the Rain? (Narrative Nonfiction)</p>
Clarification Statements:	
<ul style="list-style-type: none"> • Examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month, and relative temperature. 	
<ul style="list-style-type: none"> • Quantitative observations should be limited to whole numbers. 	

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<p style="text-align: center;">2016 Massachusetts Science and Technology/Engineering Curriculum Framework</p>	<p style="text-align: center;">myView Literacy Kindergarten, ©2020</p>
<p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.</p>	<p>Unit 2: Selections Infographic: “Making a Place to Live” T90–T91 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T115 (Bees and Insects) Cross-Curricular Perspectives: Science, U2: T254 (Animal Homes)</p> <p>Unit 5: Selections Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99</p> <p>Digital Resources: Unit 2 >Leveled Readers> Basic Needs (Informational Text, Animal and Plant Needs)</p>
<p>Clarification Statement:</p>	
<ul style="list-style-type: none"> • Examples of plants and animals changing their environment could include a squirrel digging holes in the ground and tree roots that break concrete. 	
<p>ESS3. Earth and Human Activity</p>	
<p>K-ESS3-2. Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather.</p>	<p>Unit 5: Selections Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Poetry: “Weather Poems” T152–T153 Read Aloud: “Winter Fun” and “The Storm” T164–T165 Activities and Supplemental Material Compare Across Texts: Outside My Door, U5: T354–T355 (Seasons) Research Project: Research Seasons and Weather, U5: T370–T381</p> <p>Digital Resources: Unit 5 >Leveled Readers> Animals in the Rain (Informational Text) >A Very Hot Day (Narrative) >Rainbows (Informational Text) >Seasons (Informational Text) >The Storm (Narrative) >The Wind (Narrative) >What Do the Clouds Say Today? (Informational Text) >Where Is the Rain? (Narrative Nonfiction)</p>

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K-ESS3-3. Communicate solutions to reduce the amount of natural resources an individual uses.*	<p>Unit 1: Leveled Readers We Take Care (Narrative Nonfiction) Clean up park and the world</p> <p>Unit 5: Selections Read Aloud: “Saving Water” T230–T231</p> <p>Digital Resources: Unit 2 >Leveled Readers> Cleaning Up (Narrative Nonfiction) picking up trash</p>
Clarification Statement:	
• Examples of solutions could include reusing paper to reduce the number of trees cut down and recycling cans and bottles to reduce the amount of plastic or metal used.	
[K-ESS3-1 from NGSS is not included.]	
Kindergarten: Life Science	
LS1. From Molecules to Organisms: Structures and Processes	
K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.	<p>Unit 2: Selections Read Aloud: “What Animals Need” T104–T105 Infographic: “Eating Well” T160–T161 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257</p> <p>Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, U2: T185 (Animal Wants and Needs) Compare Across Texts: Living Together (Living Things and What They Need) U2: T368–T369</p> <p>Digital Resources: Unit 2 >Leveled Readers> Basic Needs (Informational Text) Animal and Plant Needs</p>

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<p>K-LS1-2(MA). Recognize that all plants and animals grow and change over time.</p>	<p>Unit 1: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U1: T254 (Different Animals and Mammals)</p> <p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, U2: T115 (Bees and Insects) Cross-Curricular Perspectives: Science, U2: T254 (Animal Homes) Compare Across Texts: Living Together (Living Things and What They Need) U2: T368–T369 Research Project: Informational Writing: Research a Pet, U2: T386–T397</p> <p>Unit 3: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U3: T192 (Animal Needs and Body Parts) Cross-Curricular Perspectives: Science, U3: T263 (Animals as Pets)</p> <p>Unit 4: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U4: T84 (Life Cycle of a Pumpkin)</p> <p>Digital Resources: Unit 2 >Leveled Readers> Baby Bird (Informational Text) The Rose Plant (Informational Text)</p>

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Kindergarten: Physical Science	
PS1. Matter and Its Interactions	
K-PS1-1(MA). Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature.	<p>Unit 5: Selections Read Aloud: “Winter Fun” and “The Storm” T164–T165 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T246 (Blizzards) Cross-Curricular Perspectives: Science, U5: T312 (Rain and Water Cycle)</p> <p>Digital Resources: Unit 3>Leveled Readers>Tracks in the Snow (Informational Text) >Unit 4> Fire! Fire! (Informational Text) >Unit 5> Rainbows (Informational Text) > What Do the Clouds Say Today? (Informational Text)</p>
Clarification Statements:	
<ul style="list-style-type: none"> • Materials chosen must exhibit solid and liquid states in a reasonable temperature range for kindergarten students (e.g., 0–80°F), such as water, crayons, or glue sticks. • Only a qualitative description of temperature, such as hot, warm, and cool, is expected. 	
PS2. Motion and Stability: Forces and interactions	
K-PS2-1. Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<p>Unit 2: Selections Poem: “Let’s Exercise!” T300–T301 Read Aloud: “Time to Move!” T314–T315 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T326 (Benefits of Exercise)</p> <p>Unit 4: Selections Read: <i>Cars Are Always Changing</i> T42–T47</p> <p>Unit 5: Selections Read Aloud: “The Shaking Earth” T32–T33 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p> <p>Digital Resources: Unit 1>Leveled Readers> I Ride (Narrative Nonfiction) Transportation > Look Out! (Realistic Fiction) Transportation</p>

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Clarification Statements:	
<ul style="list-style-type: none"> • Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other. 	
<ul style="list-style-type: none"> • Comparisons should be on different relative strengths or different directions, not both at the same time. 	
<ul style="list-style-type: none"> • Non-contact pushes or pulls such as those produced by magnets are not expected. 	
[K-PS2-2 from NGSS is not included.]	
PS3. Energy	
K-PS3-1. Make observations to determine that sunlight warms materials on Earth’s surface.	<p>Unit 5: Selections Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Living in the Desert” T86–T87 Read: <i>A Desert in Bloom</i> T108–T111 Activities and Supplemental Material Compare Across Texts: Outside My Door, U5: T354–T355 (Seasons) Research Project: Research Seasons and Weather, U5: T370–T381</p> <p>Digital Resources: Unit 5>Leveled Readers> A Very Hot Day (Narrative) > Seasons (Informational Text)</p>
Clarification Statements:	
<ul style="list-style-type: none"> • Examples of materials on Earth’s surface could include sand, soil, rocks, and water. 	
<ul style="list-style-type: none"> • Measures of temperature should be limited to relative measures such as warmer/cooler. 	
K-PS3-2. Use tools and materials to design and build a model of a structure that will reduce the warming effect of sunlight on an area.*	<p>For supporting content please see:</p> <p>Unit 1: Selections Map: “What Is in a Neighborhood?” T300–T301</p> <p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T254 (Animal Homes)</p> <p>Unit 5: Activities and Supplemental Material Compare Across Texts: Outside My Door, U5: T354–T355 (Seasons) Research Project: Research Seasons and Weather, U5: T370–T381</p> <p>Digital Resources: Unit 5>Leveled Readers> A Very Hot Day (Narrative)</p>