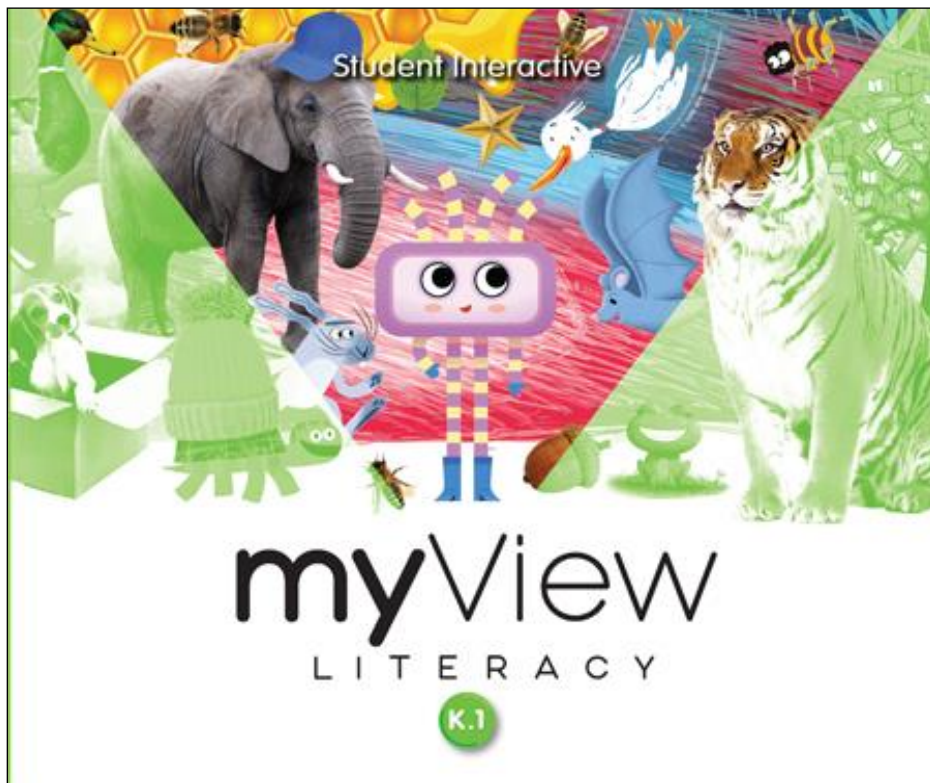


A Reverse Correlation of



Kindergarten, ©2020

To the

**English Language Arts
Missouri Learning Standards
Grade-Level Expectations 2016
Kindergarten**

A Reverse Correlation of myView Literacy, Kindergarten, ©2020 to the English Language Arts Missouri Learning Standards: Grade-Level Expectations, 2016

Introduction

This document demonstrates how the English Language Arts Missouri Learning Standards: Grade Level Expectations can be met with myView Literacy, Kindergarten, ©2020. Page references are to the Teacher's Edition and are cited by grade, unit, and page numbers.

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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myView Literacy 2020 Kindergarten	ELA Missouri Learning Standards Grade-Level Expectations, Kindergarten
Unit 1: Going Places	
Unit 1 Week 1: Selection: <i>Mission Accomplished</i>, T14–T69	
<p>Lesson 1: T18-T31</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Initial /M/: T18; Phonics: Introduce <i>Mm</i>: T18; High-Frequency Words: T19 • Explore the Infographic: T20 • Read Aloud: T22 • Spotlight on Genre: Realistic Fiction: T24-T25 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Related Words: T26 • Handwriting: Vertical Lines: T26 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.1.D.1.a engaging with text as developmentally appropriate</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>RF.1.A.1.b sequencing the letters of the alphabet</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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myView Literacy 2020 Kindergarten	ELA Missouri Learning Standards Grade-Level Expectations, Kindergarten
<p>Lesson 2: T32-T45</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: T32-T33; Identify and Write <i>Mm</i>: T32-T33; High-Frequency Words: T33-T33 • Introduce the Text, Preview Vocabulary, Print Awareness, & Discuss the First Read Strategies: T34 <p>Selection: <i>Mission Accomplished!</i>: T36-T39</p> <ul style="list-style-type: none"> • Visualize: T37, T39-T39 • Describe Characters: T37, T39 <p>Respond and Analyze: T40-T41</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.e name author and illustrator of a story and describe how each is telling the story</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T46-T53</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Initial and Final /T/: T46; Introduce <i>Tt</i>: T46; High-Frequency Words: T47 • Identify and Describe Characters: T48-T49 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: T50-T51; Visualize: T50-T51; Handwriting: Horizontal Lines: T50 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.e name author and illustrator of a story and describe how each is telling the story</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T54-T63</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Minilesson: Phonics: Identify and Write <i>Tt</i>: T54-T55 • Decodable Story: Read I Am: T56-T57; Identify and Read High-Frequency Words: T56 • Use Text Evidence: T58-T59 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T55-T69</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Recognize Alliteration: T64; Phonics: Review <i>Mm</i> and <i>Tt</i>: T64-T65; High-Frequency Words: T65 <p>Reflect and Share: Write to Sources: T66-T67</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p>
<p>Unit 1 Week 2: Selection: <i>Too Many Places to Hide</i>, T70–T125</p>	
<p>Lesson 1: T74-T87</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /A/: T74; Phonics: Introduce Aa: T74-T75; High-Frequency Words: T75 • Interact with Sources: Explore the Poem: T76-T77 • Listening Comprehension & Read Aloud: T78-T79; Analyze: Realistic Fiction: T78 • Realistic Fiction: T80-T81 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Synonyms and Antonyms: T82-T83; Handwriting: Backward Circles: T82 	<p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>RF.1.A.1.b sequencing the letters of the alphabet</p> <p>RF.3.A.1.b reading high frequency words</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>R.2.A.1.d recognize different types of texts</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p>

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<p>(Continued) Lesson 1: T74-T87</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /A/: T74; Phonics: Introduce Aa: T74-T75; High-Frequency Words: T75 • Interact with Sources: Explore the Poem: T76-T77 • Listening Comprehension & Read Aloud: T78-T79; Analyze: Realistic Fiction: T78 • Realistic Fiction: T80-T81 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Synonyms and Antonyms: T82-T83; Handwriting: Backward Circles: T82 	<p>(Continued)</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.1.B.1.c distinguishing meaning between verbs describing the same action</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 2: T88-T101</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Phonics: Words with Aa: T88-T89; High-Frequency Words: T89 • Introduce the Text, Preview Vocabulary, Print Awareness: T90-T91 <p>Selection: Too Many Places to Hide: T91-T95</p> <ul style="list-style-type: none"> • Ask: Think Aloud & First-Person Text: T92 • Read Like a Writer: T92 • Singular Nouns, Describe Plot, Describe Plot: T93 • Vocabulary: Antonyms: T94 • Short Aa (/a/): T95; Ask and Answer Questions/ Describe Plot: T95 <p>Respond and Analyze & Develop Vocabulary: T96-T97</p>	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.A.1.e recognizing beginning, middle, and end</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>RF.1.A.1.c demonstrating that books are read left to right, top to bottom</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 3: T102-T109</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Alliteration, Phonics: Introduce Ss, High-Frequency Words: T102-T103 • Close Read & Describe Plot: T104-T105 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader/ First-Person Text, Handwriting: Slanted Lines, & Writing Workshop: T106-T107 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.A.1.e recognizing beginning, middle, and end R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.b retell a main event from a story read aloud and familiar stories RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 4: T110-T119</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Ss: T110-T111 • Decodable Story: Read Sam Sat: T112-T113 • Ask and Answer Questions: T114-T115 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 5: T120-T125</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blend and Segment Onset and Rime: T120; Phonics: Review Short a and Ss: T120-T121; High-Frequency Words: T121 <p>Reflect and Share: Talk About It: T122-T123</p>	<p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 1 Week 3: Selection: <i>At the Library</i>, T126–T181	
<p>Lesson 1: T130-T143</p> <p>Reading Workshop: Word Work:</p> <ul style="list-style-type: none"> • Phonological Awareness: Blend and Segment Onset and Rime: T130; Phonics: Introduce <i>Pp</i>: T130-T131; High-Frequency Words: T131-T131 • Explore the Infographic: T132-T132 • Listening Comprehension, Read Aloud, & Analyze Informational Text: T134-T135 • Informational Text: T136-T137 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Context Clues & Handwriting: Forward Circles: T138-T139 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.A.1.b use titles and illustrations to make predictions about text</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T144-T157</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with <i>Pp</i> & High-Frequency Words: T144-T145 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T146-T147 <p>Selection: <i>At the Library</i>: T147-T151</p> <ul style="list-style-type: none"> • Author's Purpose: T148 • Find Main Idea/Use Text Evidence: T149, T151 • Cross-Curricular Perspectives: Social Studies: T149, T151 <p>Respond and Analyze & Develop Vocabulary: T152-T153</p>	<p>L.1.A.1.b use plural words when speaking R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.A.1.b use titles and illustrations to make predictions about text R.3.C.1.c name the main topic and recall key details of the text R.3.C.1.d ask and answer questions about unknown words in a text RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T158-T165</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blend and Segment Onset and Rime: T158; Phonics: Introduce <i>Cc</i>: T158; High-Frequency Words: T159 • Find Main Idea: T160-T161 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Use Text Evidence & Handwriting: Proper Sitting Position: T162; Writing Workshop: T163 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words</p>

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<p>Lesson 4: T166-T175</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Cc: T166-T167 • Decodable Story, Read The Map: T168-T169 • Read The Map: T168 • Use Text Evidence: T170-T171 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T176-T181</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blend and Segment Onset and Rime: T176; Phonics: Review Cc and Pp: T176-T177; High-Frequency Words: T177 • Reflect and Share: Write to Sources: T178-T179 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.2.A.1.f compare and contrast adventures of characters in familiar stories R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.c following one–step instructions, according to classroom expectations</p>

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Unit 1 Week 4: Selection: <i>Where Is Twister?</i> T182–T237	
<p>Lesson 1: T186-T199</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /i/: T186; Phonics: Introduce /i/: T186-T187; High-Frequency Words: T187 • Explore the Infographic: T188-T189 • Listening Comprehension, Read Aloud, & Analyze: Realistic Fiction: T190-T191 • Realistic Fiction: T192-T193 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Word Parts & Handwriting: Proper Paper Position: T194-T195 	<p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.d recognize different types of texts</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>
<p>Lesson 2: T200-T213</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with /i & High-Frequency Words: T200-T201 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T202-T203 <p>Selection: <i>Where Is Twister?</i>: T203-T207</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Science: T204 • Author's Craft: Describe Setting/Create New Understandings: T205 • Academic Vocabulary: Word Parts & Create New Understandings/Describe Setting: T207 <p>Respond/ and Analyze & Develop Vocabulary: T208-T209</p>	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.d using a picture dictionary to find words</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.e name author and illustrator of a story and describe how each is telling the story</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 3: T214-T221</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Initial and Final /n/: T214; Phonics: Introduce <i>Nn</i>: T214; High-Frequency Words: T215 • Describe Setting: T216-T217 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Author's Craft: T218; Handwriting: Proper Pencil Grip: T218; Writing Workshop: T219 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 4: T222-T231</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with <i>Nn</i>: T222-T223 • Decodable Story: Read In the Pit: T224-T225 • Create New Understandings: T226-T227 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T232-T237</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Recognize Alliteration: T232; Phonics: Review Short <i>i</i> and <i>Nn</i>: T232-T233; High-Frequency Words: T233-T233 • Reflect and Share: Talk About It: T234-T235 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one-step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 1 Week 5: A Visit to the Art Store, T238–T293	
<p>Lesson 1: T242-T255</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Alliteration: T242; Phonics: Introduce Bb: T242-T243; High-Frequency Words: T243-T243 • Interact with Sources: Explore the Map: T244-T245 • Listening Comprehension, Read Aloud, & Analyze Informational Text: T246-T247 • Informational Text: T248-T249 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Oral Language: T250; Handwriting: Letters <i>Ll</i>: T250 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.1.A.1.b continuing a conversation through multiple exchanges SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 2: T256-T269</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with <i>Bb</i> & High-Frequency Words: T256-T257 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T258-T259 <p>Selection: <i>A Visit to the Art Store</i>: T259-T263</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Social Studies: T260 • Academic Vocabulary: Oral Language & Discuss Author's Purpose: T261 • Foundational Skills Extension: <i>Bb</i> & Author's Use of Graphic Features: T262 • Singular and Plural Nouns & Discuss Author's Purpose/Make Connections: T263 <p>Respond and Analyze & Develop Vocabulary: T264-T265</p>	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.A.1.b use plural words when speaking</p> <p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T270-T277</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Initial /R/ & Phonics: Introduce <i>Rr</i>: T270; High-Frequency Words: T271 • Discuss Author's Purpose: T272-T273 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Author's Use of Graphic Features: T274; Handwriting: Letters <i>li</i>: T274; Writing Workshop: T275 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 4: T278-T287</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonics: Read and Write Words with <i>Rr</i>: T278-T279 • Decodable Story Read Ric at Bat: T280-T281 • Make Connections: T282-T283 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T288-T293</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blend and Segment Onset and Rime: T288 • Minilesson: Phonics: Review Consonants <i>Rr</i> and <i>Bb</i>: T288; High-Frequency Words: T289 • Reflect and Share: Talk About It: T290-T291 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.b continuing a conversation through multiple exchanges SL.1.A.1.c following one-step instructions, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations</p>

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(Continued) Lesson 5: T288-T293 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blend and Segment Onset and Rime: T288 • Minilesson: Phonics: Review Consonants <i>Rr</i> and <i>Bb</i>: T288; High-Frequency Words: T289 • Reflect and Share: Talk About It: T290-T291 	(Continued) SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media SL.4.A.1.b speaking in complete sentences
Writing Workshop: Reading-Writing Workshop Bridge	
Week 1	
Lesson 1: T304-T307 Writing Workshop: <ul style="list-style-type: none"> • Introduction to Writing Workshop, Independent Writing & Share Back: T304-T305 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Nouns: T306-T307 	L.1.A.1.a identify naming words (nouns) and action words (verbs) W.1.A.1.a using pictures, oral language or written letters, and/or words
Lesson 2: T308-T311 Writing Workshop: <ul style="list-style-type: none"> • Explore What Good Writers Do, Independent Writing & Share Back: T308-T309 Writing Bridge: <ul style="list-style-type: none"> • Concept Sort: T310; Language and Conventions: Singular Nouns: T311 	L.1.A.1.a identify naming words (nouns) and action words (verbs) R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.a identifying and sorting pictures of objects into conceptual categories W.1.A.1.a using pictures, oral language or written letters, and/or words
Lesson 3: T312-T315 Writing Workshop: <ul style="list-style-type: none"> • Apply What Good Writers Do, Prewriting, Choosing a Topic, Independent Writing & Share Back: 312-T313 Reading-Writing Workshop Bridge: <ul style="list-style-type: none"> • Teach Singular Nouns: T314-T315 	L.1.A.1.a identify naming words (nouns) and action words (verbs) W.1.A.1.a using pictures, oral language or written letters, and/or words
Lesson 4: T316-T319 Writing Workshop: <ul style="list-style-type: none"> • Explore Independent Writing and Conferences, Language & Conventions, Singular Nouns, & Share Back: T316-T317 Writing Bridge: <ul style="list-style-type: none"> • Practice Singular Nouns: T318-T319 	W.1.A.1.a using pictures, oral language or written letters, and/or words L.1.A.1.a identify naming words (nouns) and action words (verbs)

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<p>Lesson 5: T320-T323</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Independent Writing and Conferences & Writing Club: T320-T321 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Singular Nouns: U1: T322-T323 	<p>W.1.A.1.a using pictures, oral language or written letters, and/or words</p> <p>W.1.B.1.a sequencing the actions or details through letters, words, and pictures Note: Refer to Grade K, W2A–C genre specific standards</p>
Week 2	
<p>Lesson 1: T328-T331</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Parts of a Book, Independent Writing & Share Back: T328-T329 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Spiral Review: Singular Nouns: T330-T331 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
<p>Lesson 2: T332-T335</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Parts of a Page, Independent Writing & Share Back: T332-T333 • Possible Teaching Point: Drafting, Using Words and Pictures: T332 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Concept Sort & Language and Conventions: Oral Language: Singular Nouns: T334-T335 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
<p>Lesson 3: T336-339</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Parts of a Page, Independent Writing & Share Back: T336-T337 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Teach Singular Nouns: T338-T339 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
<p>Lesson 4: T340-T343</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Meet the Author, Independent Writing & Share Back: T340-T341 • Possible Teaching Point: Language & Conventions, Singular Nouns: T340 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Practice Singular Nouns: T342-T343 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>

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<p>Lesson 5: T344-T347</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Meet the Author: T344-T345 • Writing Club: T345-T345 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T346-T347 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
Week 3	
<p>Lesson 1: T352-T355</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Types of Books, Independent Writing & Share Back: T352-T353 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Spiral Review: Nouns: T354-T354 	<p>W.1.C.1.b edit by leaving spaces between words in a sentence</p> <p>L.1.A.1.b use plural words when speaking</p>
<p>Lesson 2: T356-T359</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Spaces Between Words, Independent Writing & Share Back: T356-T357 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Concept Sort: T358 • Language and Conventions: Plural Nouns: T359 	<p>L.1.A.1.b use plural words when speaking</p> <p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>RF.1.A.1.d demonstrating that written words are made up of different letters</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>W.1.C.1.b edit by leaving spaces between words in a sentence</p>
<p>Lesson 3: T360-T363</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Spaces Between Words, Independent Writing & Share Back: T360-T361 • Possible Teaching Point: Plural Nouns: T360 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Plural Nouns: T362-T363 	<p>L.1.A.1.b use plural words when speaking</p> <p>RF.1.A.1.d demonstrating that written words are made up of different letters</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>W.1.C.1.b edit by leaving spaces between words in a sentence</p>
<p>Lesson 4: T364-T367</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore When to Start a New Book, Independent Writing & Share Back: T364-T365 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Practice Plural Nouns: T366-T367 	<p>L.1.A.1.b use plural words when speaking</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>

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<p>Lesson 5: T368-T371</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply When to Start a New Book & Writing Club: T368-T369 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T370-T371 	<p>L.1.A.1.b use plural words when speaking W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
Week 4	
<p>Lesson 1: T376-T379</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Writing Club, Independent Writing & Share Back: T376-T377 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Plural Nouns: T378-T379 	<p>L.1.A.1.b use plural words when speaking W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
<p>Lesson 2: T380-T383</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Ask and Answer Questions, Independent Writing & Share Back: T380-T381 • Possible Teaching Point: Language & Conventions: Plural Nouns: T380-T380 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Concept Sort: T382 • Language and Conventions: Plural Nouns: T383 	<p>L.1.A.1.b use plural words when speaking R.1.B.1.a identifying and sorting pictures of objects into conceptual categories R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>
<p>Lesson 3: T384-T387</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Ask and Answer Questions, Independent Writing & Share Back: T384-T385 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Teach Plural Nouns: T386-T387 	<p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media L.1.A.1.b use plural words when speaking W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>
<p>Lesson 4: T388-T391</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Make and Respond to Suggestions, Independent Writing & Share Back: T388-T389 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Plural Nouns: T390-T391 	<p>L.1.A.1.b use plural words when speaking W.3.A.1.a generate a list of open-ended questions about topics of class interest W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>

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<p>Lesson 5: T392-T395</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Make and Respond to Suggestions & Writing Club: T392-T393 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T394-T395 	<p>L.1.A.1.b use plural words when speaking</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
Week 5	
<p>Lesson 1: T400-T403</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit For Parts of a Book, Independent Writing & Share Back: T400-T401 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Spiral Review: Plural Nouns: T402-T403 	<p>R.3.A.1.b use titles and illustrations to make predictions about text</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>L.1.A.1.b use plural words when speaking</p>
<p>Lesson 2: T404-T407</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Incorporating Peer Feedback, Independent Writing & Share Back: T404-T405 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Concept Sort & Language and Conventions: Singular and Plural Nouns: T406-T407 	<p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 3: T408-T411</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Incorporating Peer Feedback, Independent Writing & Share Back: T408-T409 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Singular and Plural Nouns: T410-T411 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 4: T412-415</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • How To Celebrate: T412-T413 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Practice Singular Nouns: T414-T415 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>

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<p>Lesson 5: T416-T419</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Assessment & 4-Point Writing Rubric: T416-T417 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T418-T419 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>
Project-Based Inquiry: Week 6 (1)	
<p>Lesson 1: T424-T427</p> <p>Going Places: Compare Across Texts & Turn, Talk, and Share: T424-T425</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness/Phonics: Medial /a/: T426; Review /a/ Spelled Aa: T426; High-Frequency Words: T427-T427 	<p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.3.C.1.b identify basic similarities and differences between two texts on the same topic</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 2: T428-T429</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Minilesson: Phonics: Word Families -an and -at: T428-T429 • High-Frequency Words: T429 	<p>RF.1.A.1.b sequencing the letters of the alphabet</p> <p>RF.2.1.a Identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p>
<p>Lesson 3: T432-T433</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness/Phonics: Medial /i/ & Review /i/ Spelled Ii: T432-T433 • High-Frequency Words: T433-T433 	<p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p>
<p>Lesson 4: T434-T439</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Word Families -in and -ip: T434-T435 • Decodable Story: Read We Like It!: T438-T439 	<p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T440-T441</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness/Phonics: Segment and Blend Phonemes & Bb/B/ and Rr/R/: T440-T441; High-Frequency Words: T441-T441 	<p>RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes</p>
Project-Based Inquiry: Week 6 (2)	
<p>Lesson 1: T442-T443</p> <p>Inquire: Introduce the Project:</p> <ul style="list-style-type: none"> • Let's Go!: U1: T442 • Use Words: Talk About Museums & Next Steps: T442-T443 	<p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>
<p>Lesson 2: T444-T447</p> <p>Explore and Plan:</p> <ul style="list-style-type: none"> • Introduce Persuasive Writing, Audience, and Next Steps T444-T445 • Conduct Research & Ask A Librarian: T446-T447 	<p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>R.3.C.1.a ask and answer questions to clarify meaning</p> <p>R.4.A.1.a identifying different forms of media</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p>
<p>Lesson 3: T448-T449</p> <p>Project-Based Inquiry:</p> <ul style="list-style-type: none"> • Refine Research & Take Notes: T448-T449 	<p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.2.A.1.c use words that are related to the topic</p>

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<p>Lesson 4: T450-T451</p> <p>Collaborate and Discuss:</p> <ul style="list-style-type: none"> • Tell Your Opinion & Collaborate: T450-T450 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>W.2.A.1.c use words that are related to the topic</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 5: T452-T453</p> <p>Celebrate and Reflect: T452-T453</p> <ul style="list-style-type: none"> • Share & Reflect: T452-T453 	<p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>

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Unit 2: Living Together	
Unit 2 Week 1: Selection: <i>Animals on the Move</i>, T14–T69	
<p>Lesson 1: T18-T31</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Initial and Final /d/: T18; Introduce Dd: T18-T19; High-Frequency Words: T19 • Interact with Sources: Explore the Infographic: T20-T21 • Listening Comprehension: Read Aloud: T22-T23; Analyze Informational Text: T22 • Genre & Theme: Informational Text: T24-T25 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Related Words: T26-T27 • Handwriting: Letters Tt: T26-T27 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.1.D.1.a engaging with text as developmentally appropriate R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.A.1.b use titles and illustrations to make predictions about text RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.1.A.1.b continuing a conversation through multiple exchanges SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T32-T45</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with <i>Dd</i> & High-Frequency Words: T32-T33 • Introduce the Text, Preview Vocabulary & Print Awareness: T34-T35; First Read Strategies: T34 <p>Selection: Animals on the Move: T35-T39</p> <ul style="list-style-type: none"> • Language and Conventions: Adjectives & High-Frequency Words: T36-T37; Cross-Curricular Perspectives: Science: T37, T39; Identify Main Idea: T37 • Read Like a Writer: Analyze Question-and-Answer Text Structure: T38; Close Read: Make Inferences: T39 • Respond and Analyze & Develop Vocabulary: T40-T41 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.3.C.1.d ask and answer questions about unknown words in a text R.3.C.1.d ask and answer questions about unknown words in a text RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T46-T53</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Final /k/, Phonics: Introduce Kk & High-Frequency Words: T46-T47 • Close Read: Main Idea and Supporting Evidence: T48-T49 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Question and Answer Text Structure / Handwriting: Letters Oo: T50-T51; Writing Workshop: T51 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds RF.1.A.1.a identifying all upper and lower case letters RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T54-T63</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Kk: T54-T55 • Decodable Story: Read The Kid: T56-T57 • Close Read: Minilesson: Make Inferences: T58-T59 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding Congrats,</p>

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<p>Lesson 5: T64-T69</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Phonemes: T64-T65; Phonics: Review Dd and Kk: T64-T65; High-Frequency Words: are: T65 <p>Reflect and Share: Talk About It: T66-T67</p>	<p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.3.C.1.b identify basic similarities and differences between two texts on the same topic</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges (Continued)</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>
<p>Unit 2 Week 2: Selection: <i>From Nectar to Honey</i>, T70–T125</p>	
<p>Lesson 1: T74-T87</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Segment and Blend Phonemes: T74; Phonics: Introduce Oo: T74-T75; High-Frequency Words: T75 • Interact with Sources: Explore the Infographic: T76-T77 • Listening Comprehension: Read Aloud: T78-T79 • Analyze: Informational Text: T78-T78 • Genre & Theme: Informational Text: T80-T81 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.3.A.1.b use titles and illustrations to make predictions about text</p>

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<p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Antonyms: T82-T83 • Handwriting: Write Cc: T82-T82 	<p>RF.1.A.1.a identifying all upper and lower case letters RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>
<p>Lesson 2: T88-T101</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Oo & High-Frequency Words: do, you, they: T89-T89 • Introduce the Text & Preview Vocabulary: T90-T91; Read: First Read Strategies: T90 <p>Selection: From Nectar to Honey: T91-T95</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Science: T93, T94; Close Read: Find Text Structure: T93; Close Read: Ask and Answer Questions: T95 <p>Respond and Analyze & Develop Vocabulary: T96-T97</p>	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.b demonstrating understanding of opposites (antonyms) R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.3.C.1.a ask and answer questions to clarify meaning R.3.C.1.d ask and answer questions about unknown words in a text RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 3: T102-T109</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Alliteration & Phonics: Introduce Ff & Minilessons: High-Frequency Words: T102-T103 • Close Read: Find Text Structure: T104-T105 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Visualize, Handwriting: Write Words Using Tt, Cc, Oo, Ll, Ii: T106-T107 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 4: T110-119</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Ff: T110-T111 • Decodable Story: Read Bob on the Mat: T112-T113 • Close Read: Ask and Answer Questions: T114-T115 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.3.C.1.a ask and answer questions to clarify meaning RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 5: T120-T125</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Initial and Final /F/: T120-T121; Phonics: Review Short Oo and Ff: T120-T121; High-Frequency Words: T121 <p>Compare Texts: Write to Sources: T122-T123</p>	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.c following one-step instructions, according to classroom expectations</p>

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Unit 2 Week 3: Selection: <i>Do We Need This?</i> T126–T181	
<p>Lesson 1: T130-T143</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonological Awareness: Identify Words: T130; Phonics: Introduce Hh: T130-T131; High-Frequency Words: T131 Interact with Sources: Explore the Infographic: T132-T132 Listening Comprehension: Read Aloud: T134-T135 Analyze Fiction: T135-T135 Genre & Theme: Fiction: T136-T137 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary: Context Clues & Handwriting: Letters Aa: T138-T139 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts RF.1.A.1.a identifying all upper and lower case letters RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 2: T144-T157</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonics: Phonics: Read and Write Words with Hh & High-Frequency Words: T144-T145 Introduce the Text & Preview Vocabulary: T146-T147; Read: First Read Strategies: Print Awareness: T146 <p>Selection: <i>Do We Need This?</i>: T147-T151</p> <ul style="list-style-type: none"> Cross-Curricular Perspectives: Science: T149 ; Close Read: Identify and Describe Characters: T149; Close Read: Make Connections: T151 <p>Respond & Develop Vocabulary: T152-T153</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.e name author and illustrator of a story and describe how each is telling the story R.2.A.1.f compare and contrast adventures of characters in familiar stories R.2.A.1.g ask and answer questions about unknown words in text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 3: T158-T165</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Phonemes & Phonics: Introduce LI, High-Frequency Words: T158-T159 • Close Read: Identify and Describe Characters: T160-T161 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Analyze Third-Person Text, Handwriting: Letters Dd: T162-T162 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.e name author and illustrator of a story and describe how each is telling the story R.2.A.1.f compare and contrast adventures of characters in familiar stories RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words</p>
<p>Lesson 4: T166-T175</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with LI: T166-T167 • Decodable Story: Read The Ham: T168-T169 • Close Read: Make Connections: T170-T171 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T176-T181</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Phonemes: T176-T177; Phonics: Review Hh and Ll: T176-T177; High-Frequency Words: one: T177 <p>Compare Texts: Talk About It: T178-T179</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 2 Week 4: Selection: <i>Open Wide!</i> T182–T237	
<p>Lesson 1: T186-T199</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Segment and Blend Onset and Rime: T186; Phonics: Introduce Gg: T186-T187; High-Frequency Words: four, five, here: T187 • Interact with Sources: Explore the Infographic: T188-T189 • Listening Comprehension: Read Aloud: T190-T191 • Analyze: Informational Text: T190-T190 • Genre & Theme: Informational Text: T192-T193 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Word Parts: T194-T195 • Handwriting: Forming Ee: T194 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.A.1.b use titles and illustrations to make predictions about text RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.2.A.1.h segmenting spoken words into 2 or 3 phonemes RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.a following classroom listening rules SL.1.A.1.b continuing a conversation through multiple exchanges SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T200-T213</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Phonics: Read and Write Words with Gg & High-Frequency Words: T201-T201 • Introduce the Text & Preview Vocabulary: T202-T203; Read: Print Awareness: T202 <p>Selection: Open Wide!: T203-T207</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Science: T204; Close Read: Make and Confirm Predictions: T205; Close Read: Find Text Features/Make and Confirm Predictions: T207 <p>Respond and Analyze & Develop Vocabulary: T208-T209</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.A.1.c identify text features</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.d demonstrating that written words are made up of different letters</p> <p>RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T214-T221</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Blended Sounds & Phonics: Introduce Consonant Blends, High-Frequency Words: T214-T215 • Close Read: Find Text Features: T216-T217 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader & Writer's Craft, Handwriting: Forming Ff: T218-T219 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>R.3.A.1.c identify text features</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T222-T231</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Phonics: Read and Write Words with Consonant Blends: T222-T223 • Decodable Story: Read Pig and Frog: T224-T225 • Close Read: Make and Confirm Predictions: T226-T227 	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T232-T237</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Produce Rhyming Words & Phonics: Review Gg and Consonant Blends, High-Frequency Words: four, five, here: T232-T233 <p>Compare Texts: Reflect and Share: Talk About It: T234-T235</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.3.C.1.b identify basic similarities and differences between two texts on the same topic</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one-step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 2 Week 5: Selection: <i>Run, Jump, and Swim</i> T238–T293	
<p>Lesson 1: T242-T255</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonological Awareness: Medial /e/: T242; Phonics: Introduce Ee: T242-T243; High-Frequency Words: T243 Interact with Sources: Explore the Poem: T244-T245 Listening Comprehension: Read Aloud & Analyze Persuasive Text: T246-T247 Genre & Theme: Persuasive Text: T248-T249 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary: Oral Language & Handwriting: Write Words: T250-T251 	<p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 2: T256-T269</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonics: Phonics: Read and Write Words with Ee & High-Frequency Words: T256-T257 Introduce the Text & Preview Vocabulary: T258-T259; Read: Print Awareness: T258 <p>Selection: <i>Run, Jump and Swim</i>: T259-T263</p> <ul style="list-style-type: none"> Cross-Curricular Perspectives: Science: T260, T262; Close Read: Find Text Structure/Find Important Details: T261; Close Read: Find Important Details: T263 <p>Respond and Analyze & Develop Vocabulary: T264-T265</p>	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 3: T270-T277</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Initial /w/ and /y/ & Phonics: Introduce Ww and Yy, High-Frequency Words: T270-T271 • Close Read: Find Text Structure: T272-T273 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Supporting Points in a Text, Handwriting: Letters Gg: T274-T275 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T278-T287</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Ww and Yy: T278-T279 • Decodable Story: Read They Can Do It!: T280-T281 • Close Read: Find Important Details: T282-T283 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T288-T293</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Produce Rhyming Words: T288-T289; Phonics: Review Short e, Ww, and Yy: T288-T289; High-Frequency Words: go, from, yellow: T289 <p>Compare Texts: Write to Sources: T290-T291</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.b producing rhymes in response to spoken words RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.c following one-step instructions, according to classroom expectations</p>

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Writing Workshop: Reading-Writing Workshop Bridge	
Week 1	
Lesson 1: T304-T307 Writing Workshop: <ul style="list-style-type: none"> • Writing Workshop: List Books, Independent Writing & Share Back: T304-T305 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Lesson 1: Spiral Review: Singular and Plural Nouns: T306-T307 	L.1.A.1.b use plural words when speaking W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions
Lesson 2: T308-T311 Writing Workshop: <ul style="list-style-type: none"> • List Books: Main Idea & Details, Independent Writing & Share Back: T308-T309 Writing Bridge: <ul style="list-style-type: none"> • Rhyming Sort: T310; Language and Conventions: Adjectives: T311 	R.1.B.1.a identifying and sorting pictures of objects into conceptual categories RF.2.A.1.b producing rhymes in response to spoken words RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions
Lesson 3: T312-T315 Writing Workshop: <ul style="list-style-type: none"> • List Books: Simple Graphics, Independent Writing & Share Back: T312-T313 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Adjectives and Articles: T314-T315 	W.3.A.1.d use pictures in conjunction with writing when documenting research
Lesson 4: T316-T319 Writing Workshop: <ul style="list-style-type: none"> • Generate Ideas, Independent Writing & Share Back: T316-T317 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Adjectives and Articles: T318-T319 	W.1.A.1.a using pictures, oral language or written letters, and/or words W.3.A.1.a generate a list of open–ended questions about topics of class interest
Lesson 5: T320-T323 Writing Workshop: <ul style="list-style-type: none"> • Plan Your List Book, Writing Club: T320-T321 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T322-T323 	W.1.A.1.a using pictures, oral language or written letters, and/or words

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Week 2	
Lesson 1: T328-T331 Writing Workshop: <ul style="list-style-type: none"> • Compose a Title, Independent Writing & Share Back: T328-T329 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Spiral Review: Adjectives: T330-T331 	SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.
Lesson 2: T332-T335 Writing Workshop: <ul style="list-style-type: none"> • Explore Main Idea, Independent Writing & Share Back: T332-T333 Writing Bridge: <ul style="list-style-type: none"> • Rhyming Sort, Language and Conventions: Adjectives and Articles: T334-T335 	R.1.B.1.a identifying and sorting pictures of objects into conceptual categories RF.2.A.1.b producing rhymes in response to spoken words RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs
Lesson 3: T336-T339 Writing Workshop: <ul style="list-style-type: none"> • Apply Main Idea, Independent Writing & Share Back: T336-T337 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Adjectives and Articles: T338-T339 	W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school W.2.B.1.b use words that are related to the topic
Lesson 4: T340-T343 Writing Workshop: <ul style="list-style-type: none"> • Explore Details, Independent Writing & Share Back: T341-T341 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Adjectives and Articles: T342-T342 	W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school W.2.B.1.b use words that are related to the topic
Lesson 5: T344-T347 Writing Workshop: <ul style="list-style-type: none"> • Apply Details, Writing Club: T344-T345 Writing Bridge: <ul style="list-style-type: none"> • Language and Conventions: Adjectives and Articles: T346-T347 	W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school W.2.B.1.b use words that are related to the topic

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Week 3	
<p>Lesson 1: T352-T355</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Graphics, Independent Writing & Share Back: T352-T353 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Spiral Review: Adjectives: T354-T355 	<p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>
<p>Lesson 2: T356-T359</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Words and Sentences, Independent Writing & Share Back: T356-T357 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Rhyming Sort, Language and Conventions: Present Tense Verbs: T358-T359 	<p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p>
<p>Lesson 3: T360-T363</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Words and Sentences, Independent Writing & Share Back: T356-T357 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Rhyming Sort, Language and Conventions: Present Tense Verbs: T359-T359 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p>
<p>Lesson 4: T364-T367</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Organize Ideas, Independent Writing & Share Back: T364-T365 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Present Tense Verbs: T366-T367 	<p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 5: T368-T371</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Organize Ideas, Writing Club: T368-T369 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T370-T371 	<p>RF.1.A.1.b sequencing the letters of the alphabet</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>

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Week 4	
Lesson 1: T376-T379 Writing Workshop: <ul style="list-style-type: none"> Edit For Singular and Plural Nouns, Independent Writing & Share Back: T376-T377 Writing Bridge: <ul style="list-style-type: none"> Language and Conventions: Spiral Review: Present Tense Verbs: T378-T379 	L.1.A.1.a identify naming words (nouns) and action words (verbs) L.1.A.1.b use plural words when speaking L.1.A.1.c express time and space W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing
Lesson 2: T380-T383 Writing Workshop: <ul style="list-style-type: none"> Explore Edit for Capitalization, Independent Writing & Share Back: T380-T381 Writing Bridge: <ul style="list-style-type: none"> Rhyming Sort, Language and Conventions: Past Tense Verbs: T382-T383 	L.1.A.1.a identify naming words (nouns) and action words (verbs) L.1.A.1.c express time and space L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.d capitalize first word in a sentence R.1.B.1.a identifying and sorting pictures of objects into conceptual categories W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing
Lesson 3: T384-T387 Writing Workshop: <ul style="list-style-type: none"> Apply Edit for Capitalization, Independent Writing & Share Back: T384-T385 Writing Bridge: <ul style="list-style-type: none"> Language and Conventions: Past Tense Verbs: T386-T387 	L.1.A.1.a identify naming words (nouns) and action words (verbs) L.1.A.1.c express time and space L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.d capitalize first word in a sentence W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing
Lesson 4: T388-T391 Writing Workshop: <ul style="list-style-type: none"> Explore Edit for Adjectives, Independent Writing & Share Back: T388-T389 Writing Bridge: <ul style="list-style-type: none"> Language and Conventions: Past Tense Verbs: T390-T391 	L.1.A.1.a identify naming words (nouns) and action words (verbs) L.1.A.1.c express time and space W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing
Lesson 5: T392-T395 Writing Workshop: <ul style="list-style-type: none"> Apply Edit for Adjectives, Writing Club: T392-T393 Writing Bridge: <ul style="list-style-type: none"> Language and Conventions: Standards Practice: T394-T395 	L.1.A.1.a identify naming words (nouns) and action words (verbs) L.1.A.1.c express time and space W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing

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Week 5	
Lesson 1: T400-T403 Writing Workshop: <ul style="list-style-type: none"> Edit for Prepositions, Independent Writing & Share Back: T400-T401 Writing Bridge: <ul style="list-style-type: none"> Language and Conventions: Spiral Review: Past Tense Verbs: T402-T403 	W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing L.1.A.1.c express time and space
Lesson 2: T404-T407 Writing Workshop: <ul style="list-style-type: none"> Edit for Capitalization, Independent Writing & Share Back: T404-T405 Writing Bridge: <ul style="list-style-type: none"> Rhyming Sort, Language and Conventions: Future Tense Verbs: T406-T407 	L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.d capitalize first word in a sentence R.1.B.1.a identifying and sorting pictures of objects into conceptual categories RF.2.A.1.b producing rhymes in response to spoken words RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing
Project-Based Inquiry: Week 6 (1)	
Lesson 1: T424-T427 Living Together: Compare Across Texts: T424-T425 Reading Workshop: <ul style="list-style-type: none"> Word Work: Phonological Awareness: Identify and Produce Rhyming Words: T426; Phonics: Review /o/ Spelled Oo: T426; High-Frequency Words: T427-T427 	R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic SL.1.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.a taking turns speaking, according to classroom expectations RF.2.A.1.b producing rhymes in response to spoken words RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs RF.3.A.1.b reading high frequency words
Lesson 2: T428-T429 Reading Workshop: <ul style="list-style-type: none"> Word Work: Phonics: Word Families -op and -ot: T428-T429 High-Frequency Words: T429 	L.1.B.1.h write and name letters for consonant and vowel sounds RF.3.A.1.b reading high frequency words

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<p>Lesson 3: T432-T433</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Produce Rhyming Words & Phonics: Review /e/ Spelled Ee: T432-T432 • High-Frequency Words: T433 	<p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs</p>
<p>Lesson 4: T434-T439</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Word Families -en and -et: T434-T435 <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Decodable Story: Read What Is Tom?: T438-T439 	<p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p>
<p>Lesson 5: T440-T441</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Review Rhyme & Phonics: Spiral Review: Consonants Ww /W/ and Yy /Y/: T440-T441 • High-Frequency Words: T441 	<p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p>
Project-Based Inquiry: Week 6 (2)	
<p>Lesson 1: T442-T443</p> <p>Inquire: Introduce the Project:</p> <ul style="list-style-type: none"> • Get a Pet!: T442 • Use Words: Talk About Pets: T442-T443 	<p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>W.3.A.1.c gather evidence from sources</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 2: T444-T447</p> <p>Explore and Plan:</p> <ul style="list-style-type: none"> • Introduce Informational Writing, Write for a Reader: Audience, & Next Steps: T444-T445 • Conduct Research & Sources: T446-T447 	<p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p> <p>W.2.B.1.b use words that are related to the topic</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>W.3.A.1.c gather evidence from sources</p>

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<p>Lesson 3: T448-T449</p> <p>Project-Based Inquiry:</p> <ul style="list-style-type: none"> • Refine Research & Take Notes: T448-T449 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p> <p>W.2.B.1.b use words that are related to the topic</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>W.3.A.1.c gather evidence from sources</p>
<p>Lesson 4: T450-T451</p> <p>Collaborate and Discuss:</p> <ul style="list-style-type: none"> • Revise and Edit & Collaborate: T450-T451 	<p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 5: T452-T453</p> <p>Celebrate and Reflect:</p> <ul style="list-style-type: none"> • Share & Reflect: T452-T453 	<p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>

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Unit 3: Tell Me a Story	
Unit 3 Week 1: Selection: <i>How Anansi Got His Stories</i> T14–T71	
Lesson 1: T18-T31 Reading Workshop: <ul style="list-style-type: none"> Phonological Awareness: Syllables, Phonics: Introduce <i>Jj</i>, & High-Frequency Words: T18-T19 Interact with Sources: Explore the Infographic: T20-T21 Listening Comprehension: Read Aloud: T22-T23; Analyze A Folktale: T22 Genre & Theme: Spotlight on Genre: Folktale: T24-T25 Reading-Writing Workshop Bridge: <ul style="list-style-type: none"> Academic Vocabulary: Related Words & Handwriting: Letters <i>Jj</i>: T26-T26 	L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research
Lesson 2: T32-T47 Reading Workshop: <ul style="list-style-type: none"> Word Work: Phonics: Read and Write Words with <i>Jj</i> & High-Frequency Words: T32-T33 Introduce the Text, Preview Vocabulary, First Read Strategies, & Print Awareness: T34-T35 Selection: <i>How Anansi Got His Stories</i>: T36-T41 <ul style="list-style-type: none"> First Read: Think Aloud, Cross-Curricular Perspectives: Social Studies: T36; Visualize: T37; Discuss Theme: T37 High-Frequency Words: T38; Visualize Details: T39 First Read: Ask: Think Aloud: T40; Subjective Case Pronouns: T40; Academic Vocabulary: Related Words: T41; Visualize Details/Discuss Theme: T41 Respond and Analyze: My View: T42-T43	L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.e name author and illustrator of a story and describe how each is telling the story R.2.A.1.g ask and answer questions about unknown words in text R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding

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<p>Lesson 3: T48-T55</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Final /ks/: T48; Phonics: Introduce Xx: T48; Minilesson: High-Frequency Words: T49 • Close Read: Discuss Theme: T50-T51 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Visualize & Handwriting: Letters Qq: T52-T53 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T56-T65</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Xx: T56-T57 • Decodable Story: Read The Big Box: T58-T59 • Close Read: Minilesson: Visualize Details: T60-T61 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T66-T71</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Words in Sentences: T66; Phonics: Review Jj and Xx: T66-T66; High-Frequency Words: T67 <p>Compare Texts: Minilesson: Talk About It: T68-T69</p>	<p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.a describing personal experiences using a</p>

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Unit 3 Week 2: Selection: <i>The Gingerbread Man</i> and <i>The Story of Cornbread Man</i>, T72–T133	
<p>Lesson 1: T76-T89</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /u/: T76; Phonics: Introduce Uu & High-Frequency Words: T76-T77 • Interact with Sources: Explore the Infographic: T78-T79 • Listening Comprehension; Read Aloud: T80-T81 • Genre & Theme: Spotlight on Genre: Fairy Tale: T82-T83 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Antonyms & Handwriting: Write Uu: T84-T85 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.B.1.a print in upper and lower case letters</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.d recognize different types of texts</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T90-T109</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Minilesson: Phonics: Words with Uu: T90; High-Frequency Words: T91 • Introduce the Text, Preview Vocabulary, Compare Texts: & Read: First Read Strategies: T92-T93 <p>Selection: The Gingerbread Man: T94-T97</p> <ul style="list-style-type: none"> • Look: Think Aloud: T94; Cross-Curricular Perspectives: Social Studies: T94; Short u Spelled u: T95; Close Read: Make Inferences: T95 • Read Like a Writer: Author's Craft: T96; High-Frequency Words: T97; Compare and Contrast Stories: T97 <p>Introduce the Text, Preview Vocabulary, & Compare Texts: T98-T99</p> <p>Selection: The Story of Cornbread Man: T100-T103</p> <ul style="list-style-type: none"> • Talk: Think Aloud: T100; Academic Vocabulary: Antonyms: T101; Make Inferences: T101 • First Read: Look: Think Aloud: T102; Cross-Curricular Perspectives: Science: T102; Objective Case Pronouns: T103; Compare and Contrast Stories: T103 <ul style="list-style-type: none"> • Respond and Analyze: My View: T104-T10 	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.1.B.1.d using a picture dictionary to find words</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T110-T117</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Syllables: T110; Minilesson: Phonics: Introduce Vv: T110; Minilesson: High-Frequency Words: T111 • Close Read: Compare and Contrast Stories: T112-T113 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Author's Craft & Handwriting: Write Ss: T114-T115 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T118-T127</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Vv: T118-T119 • Decodable Story: Read The Man: T120-T121 • Close Read: Make Inferences: T122-T123 	<p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T128–T133</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Produce Rhyming Words: T128; Phonics: Review Short Uu and Vv: T128-T129; High-Frequency Words: T129 <p>Compare Texts: Talk About It: T130-T131</p>	<p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 3 Week 3: Selection: Poetry Collection: “Duck Meets the Moon”; “Humpty Dumpty”; “Hickory, Dickory, Dock” T134–T189	
<p>Lesson 1: T138-T151</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Syllables: T138; Phonics: Introduce Zz: T138-T139; High-Frequency Words: T139 • Interact with Sources: Explore the Poem: T140-T141 • Listening Comprehension, Read Aloud, Analyze: Poetry: T142-T143 • Genre & Theme: Minilesson: Poetry: T144-T145 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Context Clues & Handwriting: Letters Bb: T146-T147 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 2: T152-T165</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Zz: T152-T153; High-Frequency Words: down, her, how: T153 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T154-T155 <p>Selection: Poetry Collection: T155-T159</p> <ul style="list-style-type: none"> • First Read: Think Aloud: T156; Cross-Curricular Perspectives: Science: T156; Read Like a Writer: Visualize: T157; Discuss Rhyme and Rhythm/Ask and Answer Questions: T157 • Possessive Case Pronouns: T158; High-Frequency Words: T159; Ask and Answer Questions/Rhyme and Rhythm: T159 <p>Respond/Vocabulary: My View: T160-T161</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.1.A.1.c demonstrating that books are read left to right, top to bottom</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p>
<p>Lesson 3: T166-T173</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Initial /kw/: T166; Phonics: Introduce Qq: T166; High-Frequency Words: T167 • Close Read: Discuss Rhyme and Rhythm: T168-T169 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Using Words To Visualize: T170 & Handwriting: Write Words Using Bb, Cc, Nn, Aa, Ee: T170-T171 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 4: T174-T183</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Qq: T174-T175 • Decodable Story: Read Quin at Bat: T176-T177 • Close Read: Minilesson: Ask and Answer Questions: T178-T179 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 5: T184-T189</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Words in Sentences: T184; Phonics: Review Zz and Qq: T184; High-Frequency Words: T185 <p>Compare Texts: Write to Sources: T186-T187</p>	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.2.A.1.f compare and contrast adventures of characters in familiar stories RF.1.A.1.b sequencing the letters of the alphabet RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.c following one-step instructions, according to classroom expectations</p>

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Unit 3 Week 4: Selection: <i>The Best Story</i> T190–T245	
<p>Lesson 1: T194-T207</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Syllables: T194; Phonics: Introduce Short a and Long a: T194; High-Frequency Words: T195 • Interact with Sources: Explore the Infographic: T196-T197 • Listening Comprehension, Read Aloud, & Analyze: Fiction: T198-T199 • Genre & Theme: Spotlight on Genre: Fiction: T200-T201 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Word Parts & Handwriting: Letters Pp: T202-T203 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>
<p>Lesson 2: T208-T221</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Short a and Long a: T208-T209; High-Frequency Words: T209 • Introduce the Text, Preview Vocabulary, First Read Strategies: T210-T211 <p>Selection: <i>The Best Story</i>: T212-T215</p> <ul style="list-style-type: none"> • Long a: & Academic Vocabulary: Word Parts: T212; Cross-Curricular Perspectives: Science: T213; Make and Confirm Predictions/Discuss Author's Purpose: T213 • First Read: Ask: Think Aloud: T214; Prepositions: T214; Read Like a Writer: Third-Person Text: T215; Discuss Author's Purpose: T215 <p>Respond/Vocabulary: My View: T216-T217</p>	<p>L.1.A.1.c express time and space L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.e name author and illustrator of a story and describe how each is telling the story R.2.A.1.g ask and answer questions about unknown words in text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 3: T222-T229</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify Words: T222; Phonics: Words with Short a and Long a: T222; High-Frequency Words: T223-T223 • Close Read: Discuss Author's Purpose: T224-T225 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Analyze Third-Person Text & Handwriting: Letters Rr: T226-T227 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.2.A.1.e name author and illustrator of a story and describe how each is telling the story RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T230-T239</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Minilesson: Phonics: Words with Short a and Long a: T230-T231 • Decodable Story: Read The Bake Sale: T232-T233 • Comprehension Strategy: Make and Confirm Predictions: T234-T235 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T240-T245</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Produce Rhyming Words: T240; Phonics: Review Short a and Long a: T240-T241; High-Frequency Words: T241 <p>Compare Texts: Minilesson: Talk About It: T242-T243</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one-step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 3 Week 5: Selection: <i>Mosni Can Help</i> T246–T301	
<p>Lesson 1: T250-T263</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Syllables: T250; Phonics: Review Short i and Long i: T250; High-Frequency Words: T251 • Interact with Sources: Explore the Infographic: T252-T253 • Listening Comprehension, Read Aloud, & Analyze: Myths: T254-T255 • Genre & Theme: Spotlight on Genre: Myths: T256-T257 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Oral Language & Handwriting: Letters Nn: T258-T259 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.1.A.1.b continuing a conversation through multiple exchanges SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T264-277</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonics: Words with Short i and Long i: T264-T265; High-Frequency Words: T265 Introduce the Text, Preview Vocabulary, Print Awareness, First Read Strategies: T266-T267 <p>Selection: Mosni Can Help: T267-T271</p> <ul style="list-style-type: none"> First Read: Ask: T268; Cross-Curricular Perspectives: Social Studies: T268; Academic Vocabulary: Oral Language: T269; Make Connections: T269 First Read: Think Aloud: T270; Word Choice: T270; Prepositions: T271; Close Read: Describe Plot: T271 <p>Respond/Vocabulary: My View: T272-T273</p>	<p>L.1.A.1.c express time and space L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.A.1.e recognizing beginning, middle, and end R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.g ask and answer questions about unknown words in text RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T278-T285</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonological Awareness: Medial /i/ and Medial /i/: T278; Phonics: Words with Short i and Long i: T278; High-Frequency Words: T279 Close Read: Describe Plot: T280-T281 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> Read Like a Writer, Write for a Reader: Text Structures & Handwriting: Letters Mm: T282-T283 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.e recognizing beginning, middle, and end R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.b retell a main event from a story read aloud and familiar stories RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T286-T295</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Minilesson: Phonics: Words with Short i and Long i: T286 Decodable Story: Read The Twine on the Pine: T288-T289 Close Read: Make Connections: T290-T291 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T296-T301</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Syllables: T296; Phonics: Review Short i and Long i: T296-T297; High-Frequency Words: T297 <p>Reflect and Share/Compare Texts: Write to Sources: T298-T299</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.c following one-step instructions, according to classroom expectations</p>
Writing Workshop: Reading-Writing Workshop	
Week 1	
<p>Lesson 1: T312-T315</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Fiction, Independent Writing & Share Back: T312-T313 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions Singular Nouns: T314-T315; Future Tense Verbs: T314 	<p>R.2.A.1.d recognize different types of texts</p> <p>W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p>
<p>Lesson 2: T316-T319</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Fiction: Characters and Setting, Independent Writing & Share Back: T316-T317 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Letter Sort: T318; Language and Conventions: Oral Language: Subjective Case Pronouns: T319-T319 	<p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.d recognize different types of texts</p> <p>W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>
<p>Lesson 3: T320-T323</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Fiction: Plot, Independent Writing & Share Back: T320-T321 • Subjective Case Pronouns: T320- <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Subjective Case Pronouns: T322-T323 	<p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.d recognize different types of texts</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>

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<p>Lesson 4: T324-T327</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Generate Ideas, Independent Writing & Share Back: T324-T325 • Possible Teaching Point: Story Map: T324 <p>Writing Bridge:</p> <p>Language and Conventions: T326-T327</p> <ul style="list-style-type: none"> • Lesson 4: Practice Subjective Case Pronouns: T326 	<p>W.1.A.1.a using pictures, oral language or written letters, and/or words</p> <p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>W.2.C.1.c place events in the order they occurred</p>
<p>Lesson 5: T328-T331</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Plan Your Fiction Story: T328-T329; Writing Club: T329 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Lesson 5: Standards Practice: T330-T331 	<p>W.1.A.1.a using pictures, oral language or written letters, and/or words</p> <p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>
Week 2	
<p>Lesson 2: T336-T338</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Setting, Independent Writing & Share Back: T336-T337 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Lesson 1: Subjective Case Pronouns: T338 	<p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p>
<p>Lesson 2: T340-T343</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Characters, Independent Writing & Share Back: T340-T341 • Prewriting: Add Details: T340 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Objective Case Pronouns: T343 	<p>R.1.B.1.a identifying and sorting pictures of objects into conceptual categories</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>
<p>Lesson 3: T344-347</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Characters, Independent Writing & Share Back: T344-T345 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Objective Case Pronouns: T346-T347 	<p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>

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<p>Lesson 4: T348-T351</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Plot, Independent Writing & Share Back: T348-T349 • Objective Case Pronouns: T348 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Objective Case Pronouns: T350-T351 	<p>R.1.A.1.e recognizing beginning, middle, and end W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.c place events in the order they occurred</p>
<p>Lesson 5: T352-T355</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Plot: T352-T353; Writing Club: T353 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T354-T355 	<p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.c place events in the order they occurred</p>
Week 3	
<p>Lesson 1: T364-T367</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Organize Ideas, Independent Writing & Share Back: T360-T361 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Objective Pronouns: T362-T362 	<p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p>
<p>Lesson 2: T364-T367</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Compose a Beginning, Independent Writing & Share Back: T364-T365 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Reading-Writing Bridge: Minilesson: Letter Sort: T366-T366 • Language and Conventions: Possessive Case Pronouns: T367-T367 	<p>R.1.A.1.e recognizing beginning, middle, and end R.1.B.1.a identifying and sorting pictures of objects into conceptual categories W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 3: T368-T371</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Compose a Beginning, Independent Writing & Share Back: T368-T369; Possessive Pronouns: T368 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Possessive Case Pronouns: T370-T371 	<p>W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>

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<p>Lesson 4: T372-T375</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Compose an Ending, Independent Writing & Share Back: T372-T373 • Drafting Problem and Solution: T372 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Possessive Pronouns: T374-T374 	<p>R.1.A.1.e recognizing beginning, middle, and end W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 5: T376-T378</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Compose an Ending: T376-T377; Writing Club: T377 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Possessive Pronouns: T378-T379 	<p>L.1.A.1.c express time and space W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
Week 4	
<p>Lesson 1: T384-T387</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit For Subjective and Objective Pronouns, Independent Writing & Share Back: T384-T385 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Possessive Case Pronouns: T386 	<p>L.1.A.1.c express time and space W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T388-T391</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Edit for Complete Sentences, Independent Writing & Share Back: T388-T389 • Revising and Editing Sentences: T388 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Vowel Activity: Short and Long a: T390; Language and Conventions: Prepositions: T391 	<p>L.1.A.1.c express time and space L.1.A.1.d demonstrate the use of complete sentences in shared language activities W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 3: T392-T395</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Edit for Complete Sentences, Independent Writing & Share Back: T392-T393; Prepositions: T392 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Prepositions: T394-T395 	<p>L.1.A.1.c express time and space L.1.A.1.d demonstrate the use of complete sentences in shared language activities W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>

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<p>Lesson 4: T396-T399</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Edit for Adjectives and Articles, Independent Writing & Share Back: T396-T397 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Practice Prepositions: T398-T398 	<p>L.1.A.1.c express time and space W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 5: T400-T403</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Edit for Adjectives and Articles: T400-T401; Writing Club: T401 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T402-T403 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing L.1.A.1.c express time and space</p>
Week 5	
<p>Lesson 1: T408-T411</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit for Punctuation Marks, Independent Writing & Share Back: T408-T409 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Prepositions: T410-T411 	<p>L.1.A.1.c express time and space L.1.B.1.b recognize that a sentence ends with punctuation marks W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T412-T415</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit for Capitalization, Independent Writing & Share Back: T412-T413 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Vowel Activity: Short and Long i: T414; Language and Conventions: Prepositions: T415 	<p>L.1.A.1.c express time and space L.1.B.1.d capitalize first word in a sentence W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 3: T416-T419</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Prepare for Celebration, Independent Writing & Share Back: T416-T417; Prepositions: T416 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Prepositions: T418-T419 	<p>L.1.A.1.c express time and space W.2.C.1.e provide a reaction to what happened in the events</p>

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<p>Lesson 4: T420-423</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Fiction: Celebration: T420-T421 • Publishing Share Writing, Independent Writing & Share Back: T420 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Prepositions: T422-T423 	<p>L.1.A.1.c express time and space L.1.B.1.c capitalize own first and last name L.1.B.1.i use correct spelling of own first and last names</p>
<p>Lesson 5: T424-T427</p> <p>Writing Workshop:</p> <p>Fiction: Assessment: T420-T421</p> <ul style="list-style-type: none"> • Assessment: T424-T425 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Language and Conventions: Standards Practice: T426-T427 	<p>L.1.A.1.c express time and space W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Project-Based Inquiry Week 6 (1)</p>	
<p>Lesson 1: T432-T435</p> <p>Tell Me a Story: Compare Across Texts & Turn, Talk, and Share: T432-T433</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /u/: T434; Phonics: Review /u/ Spelled Uu: T434-T435; High-Frequency Words: T435 	<p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words SL.1.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 2: T436-T437</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Word Families -ug and -un: T436-T437; High-Frequency Words: T437 	<p>L.1.B.1.f write and name the printed letters that match the sound</p>
<p>Lesson 3: T440-T441</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Medial /a/ and Medial /ā/: T440; Phonics: Short and Long a: T440; High-Frequency Words: T441-T441 	<p>RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken word RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds L.1.B.1.h write and name letters for consonant and vowel sounds</p>

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<p>Lesson 4: T442-T447</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Word Families -ub and -ut: T442-T443 • Decodable Story: Read The Fun Trip: T446-T447 	<p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p>
<p>Lesson 5: T448-T449</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Medial /i/ and Medial /ī/: T448; Phonics: Short u Spelled u: T448-T449; High-Frequency Words: T449 	<p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p>
Project-Based Inquiry Week 6 (2)	
<p>Lesson 1: T450-451</p> <p>Inquire/Introduce the Project:</p> <ul style="list-style-type: none"> • Introduce the Project: T450; Collaborate: T450; Use Words: My Favorite Story: T450; Next Steps: T451 	<p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 2: T452-T455</p> <p>Explore and Plan:</p> <ul style="list-style-type: none"> • Explore Persuasive Writing: T452; Collaborate: T452; Audience: T452; Next Steps: T453 <p>Conduct Research:</p> <ul style="list-style-type: none"> • Use A Library Database: T454; Collaborate: T454; Customize It!: T454; Next Steps: T455 	<p>R.4.A.1.a identifying different forms of media</p> <p>R.4.A.1.b identifying techniques used in media</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.1.G.1.a explore a variety of conventional/digital tools to produce and publish writing</p> <p>W.2.A.1.c use words that are related to the topic</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>W.3.A.1.c gather evidence from sources</p>
<p>Lesson 3: T456-T457</p> <p>Refine Research:</p> <ul style="list-style-type: none"> • Take Notes: T456; Collaborate: T456; Customize It!: T456; Next Steps: T457 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.2.A.1.c use words that are related to the topic</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>W.3.A.1.c gather evidence from sources</p>

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<p>Lesson 4: 458-T459</p> <p>Collaborate and Discuss:</p> <ul style="list-style-type: none"> • Revise and Edit: T458; Collaborate: T458; Expand It!: T458; Next Steps: T459 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.c use words that are related to the topic</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 5: T460-T461</p> <p>Celebrate and Reflect:</p> <ul style="list-style-type: none"> • Share: T460; Reflect: T460; Customize It!: T460; Reflect on the Unit: T461 	<p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 4: Then and Now	
Unit 4 Week 1: Selection: <i>Cars Are Always Changing</i> T14–T69	
<p>Lesson 1: T18-T31</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /o/ and Medial /ō/: T18; Phonics: Short o and Long o: T18-T19; High-Frequency Words: T19 • Interact with Sources: Explore the Infographic: T20-T21 • Listening Comprehension, Read Aloud, & Analyze Narrative Nonfiction: T22-T23 • Genre & Theme: Narrative Nonfiction: T24-T25 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Related Words & Handwriting: Letters Hh: T26-T27 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts R.3.A.1.b use titles and illustrations to make predictions about text R.3.A.1.d identify the meaning of environmental print R.4.A.1.a identifying different forms of media R.4.A.1.b identifying techniques used in media RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T32-T45</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Short o and Long o & High-Frequency Words: T32-T33 • Introduce the Text, Preview Vocabulary, Print Awareness: & First Read Strategies: T34-T35 • Selection: Cars Are Always Changing: T35-T39 • Look: Think Aloud: T36; Short o Spelled o: T36; Analyze First-Person Text: T37; Close Read: Describe Connections: T37 • Cross-Curricular Perspectives: Social Studies: T38; Academic Vocabulary: Related Words: T39; Find Important Details/Vocabulary In Context: T39 • Respond and Analyze: My View: T40-T41 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T46-T53</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Segment and Blend Phonemes: T46; Phonics: Words with Short o and Long o: T46; Minilesson: High-Frequency Words: T47 • Close Read: Describe Connections: T48-T49 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Minilesson: First-Person Text: T50; Handwriting: Write Words: T50-T51 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p>

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<p>Lesson 4: T54-T63</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Short o and Long o: T54-T55 • Decodable Story: Read On the Run: T56-T57 • Reading Workshop: Close Read: Find Important Details: T58-T59 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T64-T69</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Identify and Count Words in Sentences, Phonics: Review Short o and Long o, & High-Frequency Words: T64-T65 • Reflect and Share: Talk About It: T66-T67 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.b continuing a conversation through multiple exchanges SL.1.A.1.c following one–step instructions, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media SL.4.A.1.b speaking in complete sentences</p>

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Unit 4 Week 2: Selection: <i>Uncovering the Past</i> T70–T125	
<p>Lesson 1: T74-T87</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /u/ and Medial /ū/, Phonics: Introduce Short u and Long u, & High-Frequency Words: T74-T75 • Interact with Sources: Explore the Infographic: T76-T77 • Listening Comprehension, Read Aloud, & Analyze Narrative Nonfiction: T78-T79 • Spotlight on Genre: Narrative Nonfiction: T80-T81 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Synonyms & Handwriting: Write Vv: T82-T83 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.B.1.c distinguishing meaning between verbs describing the same action R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.A.1.b use titles and illustrations to make predictions about text R.3.C.1.c name the main topic and recall key details of the text RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.1.A.1.b continuing a conversation through multiple exchanges SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T88-T101</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Short u and Long u & High-Frequency Words: T88-T89 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T90-T91 <p>Selection: Uncovering the Past: T91-T95</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Social Studies: T92; Possible Teaching Point: Kinds of Sentences: T93; Make Inferences: T93 • Academic Vocabulary: Synonyms: T95; Vocabulary In Context/Find Main Idea: T95 <p>Respond and Analyze: My View: T96-T97</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.c distinguishing meaning between verbs describing the same action</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.d demonstrating that written words are made up of different letters</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>W.1.C.1.b edit by leaving spaces between words in a sentence</p>
<p>Lesson 3: T102-T109</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Words in Sentences, Words with Short u and Long u, & High-Frequency Words: T102-T103 • Close Read: Find Main Idea and Supporting Details: T104-T105 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Visualize & Handwriting: Write Yy: T106-T107 • Minilesson: T106 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 4: T110-T119</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Read and Write Words with Short u and Long u: T110-T111 • Decodable Story: Read A Look at the Past: T112-T113 • Close Read: Make Inferences: T114-T115 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T120-T125</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Syllables, Phonics: Review Short u and Long u, High-Frequency Words: T120-T121 • Compare Texts: Write to Sources: T122-T123 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.c following one–step instructions, according to classroom expectations</p>

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Unit 4 Week 3: Selection: <i>Grandma's Phone</i> T126–T181	
<p>Lesson 1: T130-T143</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /e/ and Medial /ē/, Phonics: Short e and Long e, & High-Frequency Words: T130-T131 • Interact with Sources: Explore the Time Line: T132-T133 • Listening Comprehension, Read Aloud, & Analyze Fiction: T134-T135 • Genre & Theme: Fiction: T136-T137 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Context Clues & Handwriting: Letters Ww: T138-T139 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 2: T144-T157</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Minilesson: Phonics: Words with Short e and Long e & High-Frequency Words: T144-T145 • Introduce the Text, Preview Vocabulary, Print Awareness, & First Read Strategies: T146-T147 <p>Selection: Grandma's Phone: T147-T151</p> <ul style="list-style-type: none"> • First Read: Look, Short e Spelled e, & Cross-Curricular Perspectives: Science: T148; Context Clues & Describe Setting/Visualize Details: T149 • First Read: Talk: T150; End Punctuation: T150; Author's Craft: T151; Visualize Details: T151 <p>Respond/Vocabulary: My View: T152-T153</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 3: T158-T165</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Syllables, Words with Short e and Long e, High-Frequency Words: T158-T159 • Close Read: Describe Setting: T160-T161 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Analyze Third-Person Text & Handwriting: Letters Xx: T162-T163 	<p>L.1.B.1.a print in upper and lower case letters</p> <p>L.1.B.1.f write and name the printed letters that match the sound</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>RF.1.A.1.a identifying all upper and lower case letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 4: T166-T175</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words with Short e and Long e: T166-T167 • Decodable Story: Read Jen and Pete: T168-T169 • Close Read: Visualize Details: T170-T171 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.1.A.1.f demonstrating one-to-one correspondence between spoken words and written words RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T176-T181</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Syllables, Phonics: Short e and Long e, & High-Frequency Words: T176-T177 • Compare Texts: Reflect and Share: T178-T178 	<p>L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.2.A.1.f compare and contrast adventures of characters in familiar stories RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.b continuing a conversation through multiple exchanges SL.1.A.1.c following one-step instructions, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media SL.4.A.1.b speaking in complete sentences</p>

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Unit 4 Week 4: Selection: <i>Changing Laws, Changing Lives: Martin Luther King, Jr., T182–T237</i>	
Lesson 1: T186-T199 Reading Workshop: <ul style="list-style-type: none"> Phonological Awareness: Identify and Count Words in Sentences; Phonics: Words for Pp and Yy: & High-Frequency Words: T186-T187 Interact with Sources: Explore the Infographic: T188-T189 Listening Comprehension, Read Aloud, & Analyze Narrative Nonfiction: T190-T191 Genre & Theme: Narrative Nonfiction: T192-T193 Reading-Writing Workshop Bridge: <ul style="list-style-type: none"> Academic Vocabulary: Word Parts & Handwriting: Letters Kk: T194-T195 	L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories R.2.A.1.d recognize different types of texts R.3.A.1.b use titles and illustrations to make predictions about text RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.d use pictures in conjunction with writing when documenting research
Lesson 2: T200-T213 Reading Workshop: <ul style="list-style-type: none"> Word Work: Phonics: Short and Long I & High-Frequency Words: T200-T201 could, good, open: T201-T201 Introduce the Text, Preview Vocabulary, & First Read Strategies: T202-T203 Selection: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.:</i> T203-T207 <ul style="list-style-type: none"> Cross-Curricular Perspectives: Social Studies: T204; Academic Vocabulary: Word Parts: T205; Create New Understandings: T205 Question Words, Supporting Information, Cross-Curricular Perspectives: Social Studies, & Create New Understandings/Find Text Features: T206-T207 Respond and Analyze: My View: T208-T209	L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.3.A.1.c identify text features R.3.C.1.d ask and answer questions about unknown words in a text RF.1.A.1.d demonstrating that written words are made up of different letters RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.1.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges

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<p>Lesson 3: T214-T221</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Recognize Alliteration, Phonics: Words for Short and Long i, Pp, and Yy, & High-Frequency Words: T214-T215 • Close Read: Find Text Features: T216-T217 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Supporting Information & Handwriting: Letters Zz: T218-T219 	<p>L.1.B.1.a print in upper and lower case letters L.1.B.1.f write and name the printed letters that match the sound L.1.B.1.h write and name letters for consonant and vowel sounds R.3.A.1.c identify text features RF.1.A.1.a identifying all upper and lower case letters RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T222-T231</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonics: Sentences I Can Read: T222-T223 • Decodable Story: Read The Past and Now: T224-T225 • Close Read: Create New Understandings: T226-T227 	<p>RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T232-T237</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Rhyming Words: T232; Phonics: Sentences I Can Read: T232-T233; High-Frequency Words: T233 <p>Compare Texts: Write to Sources: T234-T235</p>	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.3.A.1.b reading high frequency words SL.1.A.1.c following one–step instructions, according to classroom expectations</p>

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Unit 4 Week 5: Selection: <i>Tempura, Tempera</i> T238–T293	
<p>Lesson 1: T242-T255</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Add Phonemes, Phonics: Words for Dd, Ff, and Vv, & High-Frequency Words: T242-T243 • Interact with Sources: Explore the Poem: T244-T245 • Reading Workshop: Listening Comprehension, Read Aloud, & Analyze Fiction: T246-T247 • Genre & Theme: Fiction: T248-T249 • Academic Vocabulary: Oral Language: T250; Handwriting: Write Words: T250 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.d recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 2: T256-T269</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonics: Review Words for Short e: T256-T257; High-Frequency Words: T257 • Introduce the Text: T258-T259; Preview Vocabulary: T258; Print Awareness: T258; First Read Strategies: T258 <p>Reading Workshop: Selection: Tempura, Tempera: T259-T263</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Social Studies: T260; Graphic Features: T261; Consonant Dd: T261; Vocabulary In Context: T261 • Academic Vocabulary: Oral Language: T262; Short e Spelled e: T263; Ask and Answer Questions/Determine Theme: T263 <p>Respond and Analyze: My View: T264-T265</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>RF.1.A.1.d demonstrating that written words are made up of different letters</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 3: T270-T277</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonological Awareness: Rhyming Words: T270; Words for Short e, Dd, Ff, and Vv: T270; High-Frequency Words: T271 • Determine Theme: T272-T273 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Graphic Features & Handwriting: Numerals 1, 2: T274-T275 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T278-T287</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonics: Phonics: Sentences I Can Read: T278-T279 • Decodable Story: Read We Have Fun: T280-T281 • Close Read: Ask and Answer Questions: T282-T283 	<p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 5: T288-T293</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Words in Sentences: T288; Phonics: Sentences I Can Read: T288; High-Frequency Words: T289 • Compare Texts: Talk About It: T290-TT291 	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>
Writing Workshop: Reading-Writing Workshop Bridge	
Week 1	
<p>Lesson 1: T304-T307</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Personal Narrative, Independent Writing & Share Back: T304 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words: T306-T306; Language and Conventions: Prepositional Phrases: T307 	<p>L.1.A.1.c express time and space</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>R.2.A.1.d recognize different types of texts</p> <p>W.2.C Narrative/Literary</p> <p>W.2.C.1 With assistance, draw and/or write fiction or non–fiction narratives and poems that:</p> <p>W.2.C.1.a use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p>
<p>Lesson 2: T308-T311</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Personal Narratives: Characters and Setting, Independent Writing & Share Back: T308-T309 • Prewriting Characters and Setting: T308-T308 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short o Sound, CVC: T310; Language and Conventions: Complete Sentences: T311 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.d recognize different types of texts</p> <p>W.2.C.1 With assistance, draw and/or write fiction or non–fiction narratives and poems that:</p> <p>W.2.C.1.b tell the reader about a character or personal event</p>

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<p>Lesson 3: T312-T315</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Personal Narratives: Plot, Independent Writing & Share Back: T312-T313 • Language & Conventions Complete Sentences: T312 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short o Sound, CVC: T314; Language and Conventions: Complete Sentences: T315 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.2.A.1.a identify elements of a story, including setting, character, and key events R.2.A.1.d recognize different types of texts W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.2.C.1.b tell the reader about a character or personal event</p>
<p>Lesson 4: T316-T319</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Generate Ideas, Independent Writing & Share Back: T316-T317 • Spelling Words with Short o: T316-T316 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell High Frequency Words T318; Language and Conventions: Complete Sentences: T319-T319 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.1.A.1.a using pictures, oral language or written letters, and/or words</p>
<p>Lesson 5: T320-T323</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Plan Your Personal Narrative: T320-T321; Writing Club: T321 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Short o Sound, High Frequency Words T322; Language and Conventions: Complete Sentences: T323 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.A.1.a using pictures, oral language or written letters, and/or words W.2.C.1.b tell the reader about a character or personal event</p>
Week 2	
<p>Lesson 1: T328-331</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Compose Setting, Independent Writing & Share Back: T328-T329 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short u Sound, High-Frequency: T330; Language and Conventions: Complete Sentences: T331 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.b tell the reader about a character or personal event</p>

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<p>Lesson 2: T332-T335</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Narrator, Independent Writing & Share Back: T332-T333 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short u Sound, CVC: T334; Language and Conventions: Kinds of Sentences: T335-T335 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.2.A.1.a identify elements of a story, including setting, character, and key events W.2.C.1.b tell the reader about a character or personal event</p>
<p>Lesson 3: T336-339</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Narrator, Independent Writing & Share Back: T336-T337 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short u Sound, CVC: T338; Language and Conventions: Kinds of Sentences: T339 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.C.1.b tell the reader about a character or personal event</p>
<p>Lesson 4: T340-T343</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Plot, Independent Writing & Share Back: T340-T341 • Possible Teaching Point: Drafting Story Events: T340-T340 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Words, Short o Sound, CVC: T342; Language and Conventions: Kinds of Sentences: T343 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.c place events in the order they occurred</p>
<p>Lesson 5: T344-T347</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Plot: T344-T345; Writing Club: T345 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, High-Frequency Words: T346; Language and Conventions: Standards Practice: T347 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.C.1.c place events in the order they occurred</p>

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Week 3	
<p>Lesson 1: T352-T355</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • What Happens First, Independent Writing & Share Back: T352-T353 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, High-Frequency Words: T354; Language and Conventions: Kinds of Sentences: T355 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 2: T356-T359</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore What Happens Next, Independent Writing & Share Back: T356-T337 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, CVC: T358; Language and Conventions: End Punctuation: T359 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 3: T360-T363</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply What Happens Next, Independent Writing & Share Back: T360-T361 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, CVC: T362; Language and Conventions: End Punctuation: T363 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 4: T364-T367</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore What Happens Last, Independent Writing & Share Back: T364-T365 • Possible Teaching Point: Drafting Conclusion: T364-T364 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short u Sound, CVC: T366; Language and Conventions: End Punctuation: T367 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.1.A.1.e recognizing beginning, middle, and end W.2.C.1.c place events in the order they occurred W.2.C.1.e provide a reaction to what happened in the events</p>

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<p>Lesson 5: T368-T371</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply What Happens Last: T368-T369; Writing Club: T369 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, High-Frequency Words: T370; Language and Conventions: Standards Practice: T371 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>R.1.A.1.e recognizing beginning, middle, and end</p> <p>W.2.C.1.c place events in the order they occurred</p> <p>W.2.C.1.e provide a reaction to what happened in the events</p>
Week 4	
<p>Lesson 1: T376-T379</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit for Punctuation Marks, Independent Writing & Share Back: T376-T377 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short i Sound, High Frequency Words: T378; Language and Conventions: End Punctuation: T379 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T380-T383</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Edit For Verbs, Independent Writing & Share Back: T380-T381 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short I Sound; VC Pattern: T382; Language and Conventions: Question Words: Who, What, When How, Where, Why: T383 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.A.1.c express time and space</p> <p>L.1.A.1.e use question words in sentences</p> <p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing\</p>
<p>Lesson 3: T384-T387</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> • Apply Edit for Verbs, Independent Writing & Share Back: T384-T385 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short i Sound; VC Pattern: T386; Language and Conventions: Question Words: T387 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.A.1.c express time and space</p> <p>L.1.A.1.e use question words in sentences</p> <p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>

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<p>Lesson 4: T388-T391</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Edit for Subjective and Possessive Pronouns, Independent Writing & Share Back: T388-T389 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, CVC Pattern: T390; Language and Conventions: Question Words: T391 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 5: T392-T395</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Edit for Subjective and Possessive Pronouns: T392-T393; Writing Club: T393 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short i Sound; VC Pattern: T394; Language and Conventions: Standards Practice: T395 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
Week 5	
<p>Lesson 1: T400-T403</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit for Capitalization, Independent Writing & Share Back: T400-T401 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, CVC Pattern, High Frequency Words: T402; Language and Conventions: Question Words: T403 	<p>L.1.A.1.e use question words in sentences L.1.B.1.c capitalize own first and last name L.1.B.1.d capitalize first word in a sentence L.1.B.1.g use inventive spelling with beginning, final, and medial sounds L.1.B.1.i use correct spelling of own first and last names W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T404-T407</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit For Spelling, Independent Writing & Share Back: T404-T405 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, Short e Sound, CVC Pattern: T406; Language and Conventions: Question Words: T407 	<p>L.1.A.1.e use question words in sentences L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.C.1 With assistance, draw and/or write fiction or non-fiction narratives and poems that: W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>

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<p>Lesson 3: T408-T411</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Prepare for Celebration, Independent Writing & Share Back: T408-T409 • Publishing Share Writing: T408 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, VC and CVC Pattern: T410; Language and Conventions: Question Words: T411 	<p>L.1.A.1.e use question words in sentences L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards. W.2.C.1 With assistance, draw and/or write fiction or non–fiction narratives and poems that: W.2.C.1.e provide a reaction to what happened in the events</p>
<p>Lesson 4: T412-415</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Celebration, Independent Writing & Share Back: T412-T413 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words, VC and CVC Patterns: T414; Language and Conventions: Question Words: T415 	<p>L.1.A.1.e use question words in sentences L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>
<p>Lesson 5: T416-T419</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Assessment: T416-T417 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T418; Language and Conventions: Standards Practice: T419 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.C.1.e provide a reaction to what happened in the events</p>

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Project-Based Inquiry Week 6 (1)	
Lesson 1: T424-T429 Then and Now: Compare Across Texts, & Turn, Talk, and Share: T424-T425 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /o/ and Medial /ō/: T426; Phonics: Words for Hh and Xx: T426-T427; High-Frequency Words: T427 • Spelling CVC Words, T428-T429 	SL.1.A.1.b continuing a conversation through multiple exchanges R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds L.1.B.1.h write and name letters for consonant and vowel sounds
Lesson 2: T430-T431 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Review Words for Short and Long u: T430-T431; High-Frequency Words: T431 	L.1.B.1.h write and name letters for consonant and vowel sounds
Lesson 3: T432-T435 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /u/ and Medial /ū/: T434; Phonics: Words for Short and Long u, Hh, and Xx: T434; High-Frequency Words: T435 	RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.g isolating the initial, medial and final sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds L.1.B.1.h write and name letters for consonant and vowel sounds
Lesson 4: T436-T439 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonics: Short and Long u, Hh, and Xx: T436-T437 • Decodable Story: Read A Home in the Past: T438-T439 	RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words L.1.B.1.h write and name letters for consonant and vowel sounds RF.4.A.1 Read with support, appropriate texts with purpose and understanding

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<p>Lesson 5: T442-T443</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Medial /e/ and Medial /ē/: T442; Phonics: Sentences I Can Read: T442; High-Frequency Words: T443 	<p>RF.2.A.1.g isolating the initial, medial and final sounds in spoken words</p>
Project-Based Inquiry: Week 6 (2)	
<p>Lesson 1: T444-T445</p> <p>Inquire: Introduce the Project:</p> <ul style="list-style-type: none"> • Use Words: Talk About the Past & T444-T445 	<p>W.3.A.1.a generate a list of open-ended questions about topics of class interest SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 2: T446-T449</p> <p>Explore and Plan:</p> <ul style="list-style-type: none"> • Informational Writing: T446; Audience: T446; Next Steps: T447 <p>Conduct Research:</p> <ul style="list-style-type: none"> • Conduct an Interview: T448; Collaborate: T448; Customize It!: T448 	<p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>
<p>Lesson 3: T450-T451</p> <p>Refine Research:</p> <ul style="list-style-type: none"> • Take Notes: T450; Customize It!: T450; Next Steps: T451 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school W.2.B.1.b use words that are related to the topic W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions W.3.A.1.c gather evidence from sources</p>
<p>Lesson 4: T452-T453</p> <p>Collaborate and Discuss:</p> <ul style="list-style-type: none"> • Revise and Edit: T452; Confer: Reflect: T452; Expand It!: T452; Next Steps: T453 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions SL.1.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 5: T454-T455</p> <p>Celebrate and Reflect:</p> <ul style="list-style-type: none"> • Share & Reflect: T454-T455 	<p>W.3.A.1.d use pictures in conjunction with writing when documenting research SL.4.A.1.b speaking in complete sentences</p>

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Unit 5: Outside My Door	
Unit 5 Week 1: Selection: <i>Weather Around the World</i> T14–T65	
Lesson 1: T18-T29 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Syllables, Phonics: Review Words for Cc, Tt & High-Frequency Words: T18-T19 • Interact with Sources: Explore the Web Site: T20-T21 • Listening Comprehension, Read Aloud & Informational Text: T22-T23 • Genre & Theme: Informational Text: T24-T25 Reading-Writing Workshop Bridge: <ul style="list-style-type: none"> • Academic Vocabulary: Related Words, & Handwriting: Numerals 3 and 4: T26-T27 	L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.b asking and responding to questions about texts read aloud R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.2.A.1.b retell a main event from a story read aloud and familiar stories R.3.A.1.d identify the meaning of environmental print R.4.A.1.a identifying different forms of media R.4.A.1.b identifying techniques used in media RF.2.A.1.a identifying sounds in spoken words RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words SL.1.A.1.a following classroom listening rules SL.2.A.1.a demonstrating active listening, according to classroom expectations SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media
Lesson 2: T32-T45 Reading Workshop: <ul style="list-style-type: none"> • Word Work: Phonics: Short and Long o & High-Frequency Words: T32-T33 • Introduce the Text, Preview Vocabulary, Print Awareness, & Read: T34-T35 Selection: <i>Weather Around the World</i>: T35-T39 <ul style="list-style-type: none"> • First Read: Ask: T36; Related Words: T36; Capitalization: T37; Connect Text and Illustrations: T37 • High-Frequency Words: T38; Analyze an Author's Use of Photos: T39; Make Inferences: T39 Respond and Analyze: T40-T41	L.1.B.1.h write and name letters for consonant and vowel sounds R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations R.1.A.1.d connecting the information and events of a text to experiences R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts R.3.A.1.b use titles and illustrations to make predictions about text R.3.B.1.a respond to examples of sensory details R.3.B.1.a respond to examples of sensory details R.3.C.1.d ask and answer questions about unknown words in a text RF.1.A.1.c demonstrating that books are read left to right, top to bottom RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding

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<p>Lesson 3: T46-T53</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonological Awareness: Manipulate Syllables; Words for Short and Long o, Cc, Tt; High-Frequency Words: T46-T47 Connect Text and Illustrations: T48-T49 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> Read Like a Writer, Write for a Reader: Graphic Features; Handwriting: Numerals 5 and 6, T50-T51 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.3.A.1.b use titles and illustrations to make predictions about text R.3.A.1.c identify text features RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T54-T59</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Decodable Story: Read Tif and Cole: T54-T55 Close Read: Make Inferences: T56-T57 	<p>RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T60-T65</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonological Awareness: Segment and Blend Phonemes: T60; Phonics: Sentences I Can Read: T60-T61; High-Frequency Words: T61 <p>Compare Texts: Write to Sources: T62-T63</p>	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable words RF.3.A.1.b reading high frequency words RF.3.A.1.c blending letter sounds to decode simple words RF.4.A.1 Read with support, appropriate texts with purpose and understanding SL.1.A.1.c following one-step instructions, according to classroom expectations</p>

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Unit 5 Week 2: Selection: <i>A Desert in Bloom</i> T66–T117	
<p>Lesson 1: T70-T83</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Identify and Count Syllables: T70; Phonics: Review Words for Bb, Jj: T70-T71; High-Frequency Words: T71 • Interact with Sources: Explore the Infographic: T72-T73 • Listening Comprehension, Read Aloud, & Analyze Informational Text: T74-T75 • Spotlight on Genre: Informational Text: T76-T77 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Synonyms and Antonyms & Handwriting: Numerals 7 and 8: T78-T79 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.1.B.1.c distinguishing meaning between verbs describing the same action</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.3.A.1.b use titles and illustrations to make predictions about text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>
<p>Lesson 2: T84-T97</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Phonics: Initial and Final Blends: T84-T85; High-Frequency Words: T85 • Reading Workshop: Introduce the Text, Preview Vocabulary, Print Awareness & Read: T86-T87 <p>Selection: <i>A Desert in Bloom</i>: T87-T91</p> <ul style="list-style-type: none"> • Cross-Curricular Perspectives: Science: T88 • Initial Blends: T89 & Find Important Details/Find Text Structure: T89-T89 • Read Like a Writer: Author's Craft: T90; Academic Vocabulary: Antonyms: T91; Close Read: Find Text Structure: T91 <p>Reading Workshop: Respond and Analyze: T92-T93</p>	<p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.b demonstrating understanding of opposites (antonyms)</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.1.A.1.e knowing that a sentence is comprised of a group of words separated by spaces</p> <p>RF.3.A.1.b reading high frequency words</p> <p>W.1.C.1.b edit by leaving spaces between words in a sentence</p>

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<p>Lesson 3: T98-T105</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Manipulate Syllables: T98; Phonics: Words for Bb, Jj, Initial and Final Blends: T98; High-Frequency Words: T99-T99 • Close Read: Find Text Structure: T100-T101 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Author's Craft & Handwriting: Numerals 9 and 0: T102-T103 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds R.1.B.1.d using a picture dictionary to find words RF.2.A.1.a identifying sounds in spoken words RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 4: T106-T111</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Decodable Story: Read They Get Big!: T106-T107 • Close Read: Find Important Details: T108-T109 	<p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations R.3.C.1.c name the main topic and recall key details of the text RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T112-T117</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Add Phonemes, Phonics: Sentences I Can Read, & High-Frequency Words: T112-T113 <p>Reading Workshop: Compare Texts: Minilesson: Talk About It: T114-T115</p>	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex. R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic RF.3.A.1.b reading high frequency words RF.3.A.1.d recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words SL.1.A.1.b continuing a conversation through multiple exchanges SL.1.A.1.c following one-step instructions, according to classroom expectations SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media SL.4.A.1.b speaking in complete sentences</p>

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Unit 5 Week 3: Selection: Poetry Collection: “‘Wehh-dooj’ (It’s Raining)” ; “‘Ees-aw-hah’ Ees-ae’h’ (The Sun Shining)” t118–T169	
<p>Lesson 1: T122-T135</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Syllables, Phonics: Review Words for Gg, Qq, & High-Frequency Words: who, there, into: T123-T123 • Interact with Sources: Explore the Poems: T124-T125 • Listening Comprehension: Read Aloud, & Analyze Poetry: T126-T127 • Genre & Theme: Poetry: T128-T129 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Context Clues & Handwriting: Numerals 2, 4, 6: T130-T131 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p>

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<p>Lesson 2: T136-T149</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Words for Short and Long a & High-Frequency Words: T136-T137 • T137-T137 • Introduce the Text, Preview Vocabulary, & Preview Vocabulary: T138-T139 <p>Selection: Poetry Collection: T139-T143</p> <ul style="list-style-type: none"> • First Read: Read, High-Frequency Words, & Cross-Curricular Perspectives: Social Studies: T140; Vocabulary In Context/Visualize Details: T141 • First Read: Look, Language and Conventions/Complete Sentences: T142; Cross-Curricular Perspectives: Social Studies: T143; Rhyme and Rhythm/Visualize Details: T143 <p>Reading Workshop: My View: T144-T145</p>	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non- rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>

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<p>Lesson 3: T150-T157</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Manipulate Syllables: T150; Phonics: Words for Short and Long a, Gg, Qq: T150; High-Frequency Words: T151 • Close Read: Discuss Rhyme and Rhythm: T152-T153 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Analyze Rhyme and Rhythm & Handwriting: Numerals 8, 10: T154-T155 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.2.A.1.c recognize sensory details and reoccurring phrases</p> <p>R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.b producing rhymes in response to spoken words</p> <p>RF.2.A.1.c distinguishing orally presented rhyming pairs of words from non– rhyming pairs</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 4: T158-T163</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Decodable Story: Read Who Am I?: T158-T159 • Close Read: Visualize Details: T160-T161 	<p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.3.A.1.a identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations</p> <p>R.3.C.1.c name the main topic and recall key details of the text</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 5: T164-169</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Recognize Alliteration, Phonics: Sentences I Can Read, & High-Frequency Words: T164-T165 • Compare Texts: Minilesson: Write to Sources: T166-T167 	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>RF.2.A.1.d recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p>

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Unit 5 Week 4: Selection: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T170–T227	
<p>Lesson 1: T174-T187</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Substitute Phonemes: T174; Phonics: Review Words for Kk, Ss: T174-T175; High-Frequency Words: T175 • Interact with Sources: Explore the Infographic: T176-T177 • Listening Comprehension: Read Aloud: T178-T179 • Genre & Theme: Spotlight on Genre: Informational Text: T180-T181 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary: Word Parts: T182; Handwriting: Write Simple Sentences: T182 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.3.A.1.b use titles and illustrations to make predictions about text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.d recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T188-T207</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Review Words for Ww, Mm: T188-T189; High-Frequency Words: T189 • Introduce the Text, Preview Vocabulary, & Read: T190-T191 <p>Selection: Tornado Action Plan: T192-T195</p> <ul style="list-style-type: none"> • First Read: Look: T192; Cross-Curricular Perspectives: Science: T192, T194, T198; Ask and Answer Questions: T193-T193 • First Read: Think Aloud: T194; Analyze Text Structure: T195-T195; Compare and Contrast Texts: T195 • Introduce the Text, Preview Vocabulary, & T196-T197 <p>Selection: Blizzard Action Plan: T198-T201</p> <ul style="list-style-type: none"> • First Read: Think Aloud: T198; Close Read: Ask and Answer Questions: T199-T199 • First Read: Ask: T200; Read Like a Writer: Text Structure: T201; Compare and Contrast Texts/Vocabulary in Context: T201 <p>Respond: My View: T202-T203</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.a predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.3.C.1.a ask and answer questions to clarify meaning</p> <p>R.3.C.1.d ask and answer questions about unknown words in a text</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>
<p>Lesson 3: T208-T215</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Phonemes: T208; Phonics: Reinforce Words for Kk, Ss, Ww, Mm: T208; High-Frequency Words: T209 • Minilesson: Compare and Contrast Texts: T210-T211 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Write for a Reader: Text Structure: T212; Handwriting: Write Simple Sentences: T212 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>
<p>Lesson 4: T216-T221</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Decodable Story: Read Can We Be Out?: T216-T217 • Close Read: Ask and Answer Questions: T218-T219 	<p>R.3.C.1.a ask and answer questions to clarify meaning</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p>

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<p>Lesson 5: T222-T227</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Manipulate Syllables: T222; Phonics: Sentences I Can Read: T222-T223; High-Frequency Words: T223-T223 • Compare Texts: Talk About It: T224-T225 	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.3.C.1.b identify basic similarities and differences between two texts on the same topic</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one–step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read–alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>

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Unit 5 Week 5: Selection: <i>Who Likes Rain?</i> T228–T279	
<p>Lesson 1: T232-T245</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonological Awareness: Segment and Blend Syllables: T232; Phonics: Review Words for Ll, Nn: T232-T233; High-Frequency Words: T233 Interact with Sources: Explore the Infographic: T234-T235 Listening Comprehension: Read Aloud: T236-T237 Genre & Theme: Minilesson: Drama: T238-T239 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary: Oral Language & Handwriting: Write Simple Sentences: T240-T241 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.b asking and responding to questions about texts read aloud</p> <p>R.1.A.1.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.b retell a main event from a story read aloud and familiar stories</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.C.1.a identify characters in a puppet play or performance by actors</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.2.A.1.e blending spoken onsets and rimes to form simple words</p> <p>RF.2.A.1.f blending spoken phonemes to form one syllable words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.c blending letter sounds to decode simple words</p> <p>SL.1.A.1.a following classroom listening rules</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.2.A.1.a demonstrating active listening, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p>

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<p>Lesson 2: T246-T259</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonics: Review Words for Rr, Zz: T246-T247; High-Frequency Words: T247 • Reading Workshop: Introduce the Text, Preview Vocabulary, Read: T248-T249 <p>Reading Workshop: Selection: Who Likes Rain?: T249-T253</p> <ul style="list-style-type: none"> • First Read: Ask: T250; Cross-Curricular Perspectives: Science: T250; Consonant Rr: T251; Expand Sentences: T251; Close Read: Discuss Characters In Drama/Create New Understandings: T251 • Cross-Curricular Perspectives: Science: T252; Analyze Author's Purpose: T253; Discuss Characters In Drama/Create New Understandings: T253 <p>Respond/Vocabulary: My View: T254-T255</p>	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.1.A.1.d connecting the information and events of a text to experiences</p> <p>R.1.B.1.e using words and phrases acquired through conversations, reading and being read to and responding to texts</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.A.1.e name author and illustrator of a story and describe how each is telling the story</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>R.2.A.1.g ask and answer questions about unknown words in text</p> <p>R.2.C.1.a identify characters in a puppet play or performance by actors</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 3: T260-T267</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Manipulate Syllables: T260; Minilesson: Phonics: Reinforce Words for Ll, Nn, Rr, Zz: T260; High-Frequency Words: T261 • Close Read: Discuss Characters In Drama: T262-T263 <p>Reading-Writing Workshop Bridge:</p> <ul style="list-style-type: none"> • Read Like a Writer, Author's Purpose: T264; Handwriting: Write Simple Sentences: T264-T264 	<p>L.1.B.1.h write and name letters for consonant and vowel sounds</p> <p>R.2.A.1.a identify elements of a story, including setting, character, and key events</p> <p>R.2.A.1.d recognize different types of texts</p> <p>R.2.A.1.e name author and illustrator of a story and describe how each is telling the story</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>R.2.C.1.a identify characters in a puppet play or performance by actors</p> <p>RF.2.A.1.a identifying sounds in spoken words</p> <p>RF.3.A.1.a producing and writing letter(s) for most short vowel and consonant sounds</p> <p>RF.3.A.1.b reading high frequency words</p>
<p>Lesson 4: T268-T273</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Decodable Story: Read Going Out: T268-T269 • Close Read: Create New Understandings: T270-T271 	<p>RF.3.A.1.b reading high frequency words</p> <p>RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T274-TT279</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> • Word Work: Phonological Awareness: Segment and Blend Phonemes: T274; Phonics: Sentences I Can Read: T274-T275; High-Frequency Words: T275 • Compare Texts: Talk About It: T276-T277 	<p>R.1.C.1.a text to self (text ideas and own experiences) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex.</p> <p>R.2.A.1.f compare and contrast adventures of characters in familiar stories</p> <p>RF.3.A.1.b reading high frequency words</p> <p>RF.3.A.1.d recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.1.A.1.c following one-step instructions, according to classroom expectations</p> <p>SL.3.A.1.a taking turns speaking, according to classroom expectations</p> <p>SL.3.A.1.b continuing a conversation through multiple exchanges</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>SL.4.A.1.b speaking in complete sentences</p>
<p>Writing Workshop</p>	
<p>Week 1</p>	
<p>Lesson 1: T290-T293</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Question and Answer Books, Independent Writing & Share Back: T290-T291 <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T292; Language and Conventions: Question Words: T293 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>

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<p>Lesson 2: T294-T297</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Question and Answer Books: Questions, Independent Writing & Share Back: T294-T295 • Possible Teaching Point: Spelling Words with CVC Pattern: T294 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spell Words: T296; Language and Conventions: Oral Language: Capitalization: T297 	<p>L.1.A.1.e use question words in sentences L.1.B.1.d capitalize first word in a sentence L.1.B.1.e capitalize the pronoun I L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.2.B.1 With assistance, draw or write informative/explanatory texts that: W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 3: T298-T301</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Question and Answer Books: Answers, Independent Writing & Share Back: T298-T299 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T300; Language and Conventions: Capitalization: T301 	<p>L.1.B.1.d capitalize first word in a sentence L.1.B.1.e capitalize the pronoun I L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.2.B.1 With assistance, draw or write informative/explanatory texts that: W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 4: T302-T305</p> <p>Writing Workshop D4:</p> <ul style="list-style-type: none"> • Generate Ideas, Independent Writing & Share Back: T302-T303 • Prewriting Identifying a Topic: T302-T302 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T304; Language and Conventions: Capitalization: T305 	<p>L.1.B.1.d capitalize first word in a sentence L.1.B.1.e capitalize the pronoun I L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.A.1.a using pictures, oral language or written letters, and/or words</p>
<p>Lesson 5: T306-T309</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Plan Your Questions and Answer Books: T306-T307 • Writing Club: T307-T307 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T308; Language and Conventions: Capitalization: T309 	<p>L.1.B.1.d capitalize first word in a sentence L.1.B.1.e capitalize the pronoun I L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.1.A.1.a using pictures, oral language or written letters, and/or words</p>

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Week 2	
<p>Lesson 1: T314-317</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> What You Know About Your Topic, Independent Writing & Share Back: T314-T315 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T316; Capitalization: T317 	<p>L.1.A.1.e use question words in sentences L.1.B.1.d capitalize first word in a sentence L.1.B.1.e capitalize the pronoun I L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.B.1 With assistance, draw or write informative/explanatory texts that: W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 2: T318-T321</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Explore Compose Questions, Independent Writing & Share Back: T318-T319 Spelling Initial Consonant Blends: T318-T318 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T320; Language and Conventions: End Punctuation: T321-T321 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.2.B.1.b use words that are related to the topic</p>
<p>Lesson 3: T322-325</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Apply Compose Questions, Independent Writing & Share Back: T322-T323; End Punctuation: T322-T322 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T324; Language and Conventions: End Punctuation: T325 	<p>L.1.A.1.e use question words in sentences L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.2.B.1.b use words that are related to the topic</p>
<p>Lesson 4: T326-T329</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Explore Compose Answers, Independent Writing & Share Back: T326-T327 Drafting Composing Answers: T326 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spiral Review: T328; Language and Conventions: End Punctuation: T329 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks L.1.B.1.g use inventive spelling with beginning, final, and medial sounds R.3.C.1.a ask and answer questions to clarify meaning SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>

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<p>Lesson 5: T330-T333</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Apply Compose Answers; Writing Club, & Apply Compose Answers: T330-T331 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T332; Language and Conventions: End Punctuation: T333 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>R.3.C.1.a ask and answer questions to clarify meaning</p> <p>SL.3.A.1.c confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p> <p>W.3.A.1.a generate a list of open-ended questions about topics of class interest</p>
<p>Week 3</p>	
<p>Lesson 1: T338-T341</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Organize Ideas, Independent Writing & Share Back: T338-T339 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T340; Language and Conventions: End Punctuation: T341 	<p>L.1.B.1.b recognize that a sentence ends with punctuation marks</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 2: T342-T345</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Explore Compose an Introduction and Conclusion, Independent Writing & Share Back: T342-T343 Drafting Compose an Introduction: T342 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spell Words: T344; Language and Conventions: Complete Sentences: T345 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 3: T346-T349</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Apply Compose an Introduction and Conclusion, Independent Writing & Share Back: T346-T347; Complete Sentences: T346 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T348; Language and Conventions: Complete Sentences: T349 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p>

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<p>Lesson 4: T350-T353</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Minilesson: Explore Graphics, Independent Writing & Share Back: T350-T350 • Possible Teaching Point: Spelling Short a Words with VC Pattern: T350 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T352; Language and Conventions: Complete Sentences: T353 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 5: T354-T357</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Graphics: T354; Writing Club: T355 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T356; Language and Conventions: Complete Sentences: T357 	<p>L.1.A.1.d demonstrate the use of complete sentences in shared language activities</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p>
Week 4	
<p>Lesson 1: T362-T365</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Edit For Verbs, Independent Writing & Share Back: T362-T363 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T364; Language and Conventions: Adjectives: T365 	<p>L.1.A.1.a identify naming words (nouns) and action words (verbs)</p> <p>L.1.A.1.c express time and space</p> <p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T366-T369</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Explore Digital Tools To Produce Writing, Independent Writing & Share Back: T366-T367 • Spelling Initial Consonant Blends: T366 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T368; Language and Conventions: Oral Language: Expand Sentences: T369 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>
<p>Lesson 3: T370-T373</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • Apply Digital Tools To Produce Writing, Independent Writing & Share Back: T370-T371 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Spell Words: T372; Language and Conventions: Expanding Sentences: T373 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note:</p>

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<p>Lesson 4: T374-T377</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Explore Digital Tools to Publish Writing, Independent Writing & Share Back: T374-T375 Revising and Editing Digital Tools: T374 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spiral Review: T376; Language and Conventions: Expanding Sentences: T377 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>
<p>Lesson 5: T378-T381</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Apply Digital Tools To Publish Writing: T378-T379; Writing Club: T379 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T380; Language and Conventions: Expanding Sentences: T381 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note:</p>
Week 5	
<p>Lesson 1: T386-T389</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Edit For Spelling, Independent Writing & Share Back: T386-T387 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T388; Language and Conventions: Expand Sentences (Adjectives and Articles): T389 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p>
<p>Lesson 2: T390-T393</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Add Details, Independent Writing & Share Back: T390-T391; Possible Teaching Point: Spelling Words to Know: T390 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T392; Language and Conventions: Expand Sentences (Prepositions): T393 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p>
<p>Lesson 3: T394-T397</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Prepare for Celebration, Independent Writing & Share Back: T394-T395 <p>Expand Sentences: T394</p> <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spell Words: T396; Language and Conventions: Expanding Sentences (Prepositions): T397 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p> <p>W.2.B.1 With assistance, draw or write informative/explanatory texts that:</p> <p>W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school</p> <p>W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>

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<p>Lesson 4: T398-401</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Celebration, Independent Writing & Share Back: T398-T399; Share Writing: T398 <p>Reading-Writing Bridge:</p> <ul style="list-style-type: none"> Spelling: Spiral Review: T400; Language and Conventions: Expanding Sentences (Prepositions): T401 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds W.2.B.1 With assistance, draw or write informative/explanatory texts that: W.2.B.1.a use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards.</p>
<p>Lesson 5: T402-T405</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> Assessment: T402-T403; Writing Assessment: T403 	<p>L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p>
Project-Based Inquiry: Week 6 (1)	
<p>Lesson 1: T410-T415</p> <p>Outside My Door: Compare Across Texts: T410-T410</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonological Awareness: Segment and Blend Syllables, Phonics: Words I Can Read, & High-Frequency Words: T412-T413 Spelling: Spell Words: T414-T415 	<p>R.1.C.1.b text to text (text ideas including similarities and differences in fiction and nonfiction) As students mature and grow as readers, the text level and connections should become more complex. R.3.C.1.b identify basic similarities and differences between two texts on the same topic SL.3.A.1.a taking turns speaking, according to classroom expectations SL.3.A.1.b continuing a conversation through multiple exchanges L.1.B.1.g use inventive spelling with beginning, final, and medial sounds</p>
<p>Lesson 2: T416–T417</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonics: Words I Can Read: T416-T417 High-Frequency Words: T417 	<p>RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.2.A.1.f blending spoken phonemes to form one syllable word RF.3.A.1.c blending letter sounds to decode simple words</p>
<p>Lesson 3: T420-T421</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Word Work: Phonological Awareness: Add Phonemes; Phonics: Make New Words, & High-Frequency Words: T420-T421 	<p>RF.3.A.1.d recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words</p>
<p>Lesson 4: T422-T423</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Decodable Story: Read It Is Too Wet!: T422-T423 	<p>RF.3.A.1.b reading high frequency words RF.4.A.1 Read with support, appropriate texts with purpose and understanding</p>

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<p>Lesson 5: T424-425</p> <p>Reading Workshop:</p> <ul style="list-style-type: none"> Phonological Awareness: Segment and Blend Syllables: T424; Phonics: Sentences I Can Read: T424; High-Frequency Words: T425 	<p>RF.2.A.1.e blending spoken onsets and rimes to form simple words RF.3.A.1.c blending letter sounds to decode simple words</p>
Project-Based Inquiry Week 6 (2)	
<p>Lesson 1: T426–T427</p> <p>Introduce the Project:</p> <ul style="list-style-type: none"> Use Words: Talk About Weather: T426-T427 	<p>W.3.A.1.a generate a list of open–ended questions about topics of class interest SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p>
<p>Lesson 2: T428–T431</p> <p>Explore and Plan:</p> <ul style="list-style-type: none"> Introduce Persuasive Poetry: T428; Write for a Reader: T428 Conduct Research Look Online: T430-T431 	<p>R.2.A.1.c recognize sensory details and reoccurring phrases R.2.A.1.d recognize different types of texts R.2.B.1.a respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied W.2.A.1.c use words that are related to the topic R.4.A.1.a identifying different forms of media W.1.D.1.a explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A–C genre specific standards. W.3.A.1.a generate a list of open–ended questions about topics of class interest W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions W.3.A.1.c gather evidence from sources</p>
<p>Lesson 3: T432–T433</p> <p>Refine Research:</p> <ul style="list-style-type: none"> Take Notes & Next Steps: T432-T433 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing W.2.A.1.c use words that are related to the topic W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions W.3.A.1.c gather evidence from sources</p>

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<p>Lesson 4: T434–T435</p> <p>Collaborate and Discuss:</p> <ul style="list-style-type: none"> Tell and Show Your Opinion: T434-T435 	<p>W.1.C.1.a respond to questions and suggestions, adding details to strengthen writing</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>W.2.A.1.c use words that are related to the topic</p> <p>W.3.A.1.b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>SL.1.A.1.b continuing a conversation through multiple exchanges</p>
<p>Lesson 5: T436–T437</p> <p>Celebrate and Reflect:</p> <ul style="list-style-type: none"> Share & Reflect: T436-T437 Reflect on the Unit: T437 	<p>W.3.A.1.d use pictures in conjunction with writing when documenting research</p> <p>SL.4.A.1.a describing personal experiences using a prop, picture, or other visual aide</p> <p>SL.4.A.1.b speaking in complete sentences</p>
Project-Inquiry	
<p>Lesson 1:</p> <p>Opinion Writing, Independent Writing, & Share Back: WW2</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 2:</p> <p>Opinion Writing, Independent Writing, & Share Back: WW3</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>
<p>Lesson 3:</p> <p>Opinion Writing: Reasons, Independent Writing, & Share Back: WW4</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>

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<p>Lesson 4: Brainstorm Ideas, Independent Writing, & Share Back: WW5</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 5: Plan Your Opinion Writing, Independent Writing, & Share Back: WW6</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Week 2:</p>	
<p>Lesson 1: Choose a Topic, Independent Writing, & Share Back: WW12</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 2: Explore State an Opinion, Independent Writing, & Share Back: WW13</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>
<p>Lesson 3: Apply State an Opinion, Independent Writing, & Share Back: WW14</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>
<p>Lesson 4: Explore Supply a Reason, Independent Writing, & Share Back: WW15</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>

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<p>Lesson 5:</p> <p>Apply Supply a Reason, Independent Writing, & Share Back: WW16</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>W.2.A.1.b give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>
Week 3:	
<p>Lesson 1:</p> <p>Organize Ideas, Independent Writing, & Share Back: WW22</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 2:</p> <p>Explore Placement of Topic and Opinion, Independent Writing, & Share Back: WW23</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 3:</p> <p>Apply Placement of Topic and Opinion, Independent Writing, & Share Back: WW24</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 4:</p> <p>Explore Placement of Drawing, Independent Writing, & Share Back: WW25</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
<p>Lesson 5:</p> <p>Apply Placement of Drawing, Independent Writing, & Share Back: WW26</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>
Week 4:	
<p>Lesson 1:</p> <p>Use Descriptive Words, Independent Writing, & Share Back: WW32</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.c use words that are related to the topic</p>
<p>Lesson 2:</p> <p>Explore Conjunction <i>and</i>, Independent Writing, & Share Back: WW33</p>	<p>W.2.A.1 With assistance, draw/write opinion texts that:</p> <p>W.2.A.1.c use words that are related to the topic</p>

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Lesson 3: Apply Conjunction <i>and</i> , Independent Writing, & Share Back: WW34	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.c use words that are related to the topic
Lesson 4: Explore Complete Sentences, Independent Writing, & Share Back: WW35	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.c use words that are related to the topic
Lesson 5: Apply Complete Sentences, Independent Writing, & Share Back: WW36	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.c use words that are related to the topic
Week 5:	
Lesson 1: Edit for Conjunctions: WW42	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.c use words that are related to the topic
Lesson 2: Edit for Complete Sentences: WW43	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.c use words that are related to the topic
Lesson 3: Prepare for Celebration: WW44	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied
Lesson 4: Celebration: WW45	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied
Lesson 5: Assessment: WW46-WW47	W.2.A.1 With assistance, draw/write opinion texts that: W.2.A.1.a use a combination of drawing and/or writing to tell an opinion about a topic or text being studied

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