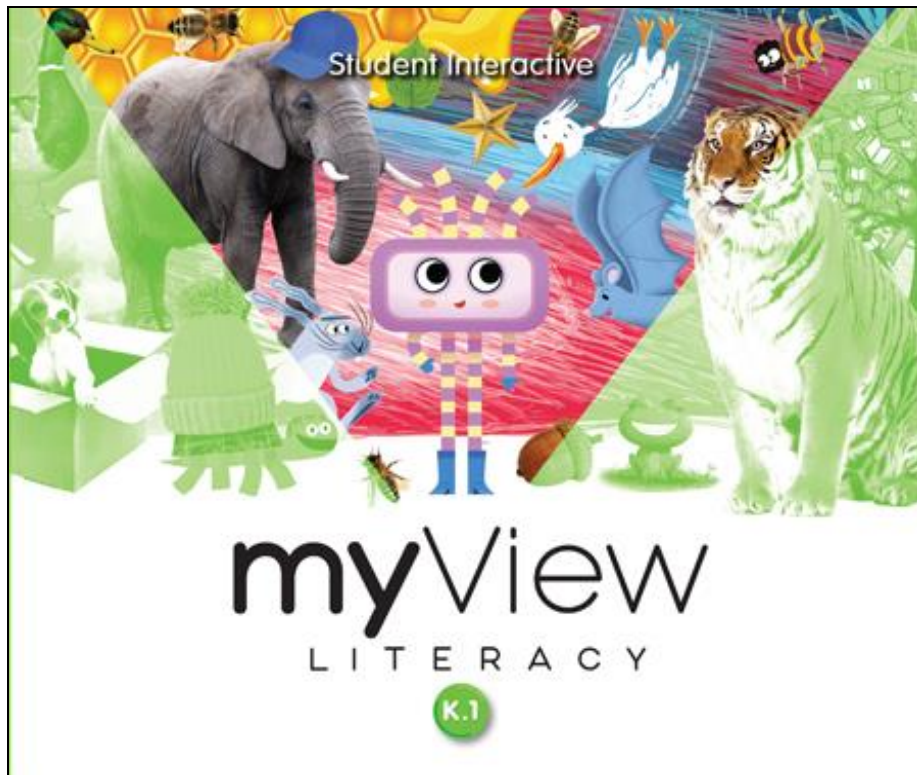


## A Correlation of



**Kindergarten, ©2020**

**To the**

**Next Generation Science Standards  
(NGSS)  
Kindergarten**

# **A Correlation of myView Literacy, Kindergarten, ©2020 to the Next Generation Science Standards, Kindergarten**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** supports the **Next Generation Science Standards**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<b>K - Next Generation Science Standards Criteria Grade K (PE) Performance Expectations</b>	
(K-PS2) Forces and Interactions: Pushes and Pulls	
(K-PS2-1) Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Poem: "Let's Exercise!" T300–T301 Read Aloud: "Time to Move!" T314–T315</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T326 (Benefits of Exercise)</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Read: <i>Cars Are Always Changing</i> T42–T47</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: "The Shaking Earth" T32–T33 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p>
(K-PS2-2) Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Read: <i>Cars Are Always Changing</i> T42–T47</p>

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<b>Next Generation Science Standards</b>	<b>myView Literacy Kindergarten, ©2020</b>
(K-LS1) Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environments	
(K-LS1-1) Use observations to describe patterns of what plants and animals (including humans) need to survive.	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: “Exploring the Woods” T230–T231</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Infographic: “Eating Well” T160–T161 Read: <i>Do We Need This?</i> T182–T187 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257</p> <p><b><u>Leveled Readers</u></b> Basic Needs (Informational Text) Animal and Plant Needs</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, T116 (Observing Nature) Cross-Curricular Perspectives: Science, T185 (Animal Wants and Needs) Compare Across Texts: Living Together (Living Things and What They Need) ,T368–T369</p> <p><b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Infographic: “How Rain Helps Elephants” T290–T291</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <u><b>Activities and Supplemental Material</b></u> Cross-Curricular Perspectives: Science: T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science: T242 (Safe Places in House) Cross-Curricular Perspectives: Science: T312 (Rain and Water Cycle) Cross-Curricular Perspectives: Science: T314 (Tree Life Cycle)
(K-ESS2-2) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	<u><b>Unit 2:</b></u> <u><b>Selections</b></u> Infographic: “Making a Place to Live” T90–T91 <u><b>Leveled Readers</b></u> Basic Needs (Informational Text) Animal and Plant Needs <u><b>Activities and Supplemental Material</b></u> Cross-Curricular Perspectives: Science: T115 (Bees and Insects) Cross-Curricular Perspectives: Science: T254 (Animal Homes) <u><b>Unit 5:</b></u> <u><b>Selections</b></u> Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99

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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-ESS3-1) Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p><b>Unit 2:</b>  <b><u>Selections</u></b>            Infographic: “Making a Place to Live” T90–T91            Read Aloud: “What Animals Need” T104–T105            Infographic: “Eating Well” T160–T161            Read: <i>Do We Need This?</i> T182–T187            Read Aloud: “Hungry Animals” T244–T245            Read: <i>Open Wide!</i> T252–T257  <b><u>Leveled Readers</u></b>            Basic Needs (Informational Text) Animal and Plant Needs  <b><u>Activities and Supplemental Material</u></b>            Cross-Curricular Perspectives: Science: T45 (Animals Have Needs)            Cross-Curricular Perspectives: Science: T116 (Observing Nature)            Cross-Curricular Perspectives: Science: T185 (Animal Wants and Needs)            Compare Across Texts: Living Together (Living Things and What They Need): T368–T369  <b>Unit 5:</b>  <b><u>Selections</u></b>            Infographic: “Living in the Desert” T86–T87            Read Aloud: “Life in the Rainforest” T98–T99            Infographic: “How Rain Helps Elephants” T290–T291  <b><u>Activities and Supplemental Material</u></b>            Cross-Curricular Perspectives: Science: T108 (Plant Life Cycle)            Cross-Curricular Perspectives: Science: T242 (Safe Places in House)            Cross-Curricular Perspectives: Science: T312 (Rain and Water Cycle)            Cross-Curricular Perspectives: Science: T314 (Tree Life Cycle)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-ESS3-3) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> We Take Care (Narrative Nonfiction) Clean up park and the world</p> <p><b>Unit 2:</b> <b><u>Leveled Readers</u></b> Cleaning Up (Narrative Nonfiction) picking up trash</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: “Making Communication Better” T20–T21</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: “Saving Water” T230–T231</p>
(K-PS3) Weather and Climate	
(K-PS3-1) Make observations to determine the effect of sunlight on Earth’s surface.	<p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Living in the Desert” T86–T87 Read: <i>A Desert in Bloom</i> T108–T111</p> <p><b><u>Leveled Readers</u></b> Seasons (Informational Text) A Very Hot Day (Narrative)</p> <p><b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
(K-PS3-2) Use tools and materials provided	For supporting content please see:



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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<p>to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Map: "What Is in a Neighborhood?" T300–T301</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science: T254 (Animal Homes)</p> <p><b>Unit 5:</b> <b><u>Leveled Readers</u></b> A Very Hot Day (Narrative)</p> <p><b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
<p>(K-ESS2-1) Use and share observations of local weather conditions to describe patterns over time.</p>	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: "Time to Move!" T20–T21 Read: <i>Animals on the Move</i> T42–T47</p> <p><b>Unit 3:</b> <b><u>Leveled Readers</u></b> Tracks in the Snow (Informational Text)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: "Weather in Our Country" T20–T21 Read: <i>Weather Around the World</i> T40–T45 Poetry: "Weather Poems" T152–T153 Read Aloud: "Winter Fun" and "The Storm" T164–T165 Infographic: "How Rain Helps Elephants" T290–T291</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <u><b>Leveled Readers</b></u> Where Is the Rain? (Narrative Nonfiction) Seasons (Informational Text) The Wind (Narrative) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) The Storm (Narrative) Animals in the Rain (Informational Text) Rainbows (Informational Text) <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381
(K-ESS3-2) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	<u><b>Unit 5:</b></u> <u><b>Selections</b></u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Poetry: “Weather Poems” T152–T153 Read Aloud: “Winter Fun” and “The Storm” T164–T165 <u><b>Leveled Readers</b></u> Where Is the Rain? (Narrative Nonfiction) Seasons (Informational Text) The Wind (Narrative) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) The Storm (Narrative) Animals in the Rain (Informational Text) Rainbows (Informational Text) <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381

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<b>Next Generation Science Standards</b>	<b>myView Literacy Kindergarten, ©2020</b>
K-2-ETS1) K-2 Engineering Design	
(K-2-ETS1-1) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>Unit 1:</b> Ask and Answer Questions, T128-T129, T132, T133</p> <p>In addition, see the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Map: "What Is in a Neighborhood?" T300–T301 (Buildings)</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20–T21 Read: <i>Cars Are Always Changing</i> T42–T47</p> <p><b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>
(K-2-ETS1-2) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<p>As students complete research projects they are encouraged to include visuals. See the following:</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p> <p><b><u>Activities and Supplemental Material</u></b> Research Project: Research Seasons and Weather, T370–T381</p>
(K-2-ETS1-3) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<p>Students can examine different solutions as they discuss ways to save water and develop action plans for natural disasters.</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: "Be Prepared!", T218–T219 Read Aloud: "Saving Water", T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<b>Next Generation Science Standards Criteria Grade K (DCI) Disciplinary Core Idea</b>	
(K-PS2-A) Forces and Motion	
(K-PS2-A-1) Pushes and pulls can have different strengths and directions.	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Poem: "Let's Exercise!" T300–T301 Read Aloud: "Time to Move!" T314–T315 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T326 (Benefits of Exercise)</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Read: <i>Cars Are Always Changing</i> T42–T47</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: "The Shaking Earth", T32–T33 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p>
(K-PS2-A-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Read: <i>Cars Are Always Changing</i>, T42–T47</p>
(K-PS2-B-1) Types of Interactions	
(K-PS2-B-1) When objects touch or collide, they push on one another and can change motion.	<p>Students can explore this concept with the following:</p> <p><b>Unit 4:</b> <b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-PS3-B) Conservation of Energy and Energy Transfer	
(K-PS3-B-1) Sunlight warms Earth’s surface.	<p><b>Unit 5:</b>  <b><u>Selections</u></b>            Web Site: “Weather in Our Country” T20–T21            Read: <i>Weather Around the World</i> T40–T45            Infographic: “Living in the Desert” T86–T87            Read: <i>A Desert in Bloom</i> T108–T111  <b><u>Leveled Readers</u></b>            Seasons (Informational Text)            A Very Hot Day (Narrative)  <b><u>Activities and Supplemental Material</u></b>            Compare Across Texts: Outside My Door, T354–T355 (Seasons)            Research Project: Research Seasons and Weather, T370–T381</p>
(K-PS3-C) Relationship Between Energy and Forces,	
(K-PS3-C-1) A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)	<p><b>Unit 1:</b>  <b><u>Leveled Readers</u></b>            Look Out! (Realistic Fiction) Transportation            I Ride (Narrative Nonfiction) Transportation  <b>Unit 4:</b>  <b><u>Selections</u></b>            Read: <i>Cars Are Always Changing</i> T42–T47</p>
(K-LS1-C) Organization for Matter and Energy Flow in Organisms	
(K-LS1-C-1) All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	<p><b>Unit 2:</b>  <b><u>Selections</u></b>            Read Aloud: “What Animals Need” T104–T105            Infographic: “Eating Well” T160–T161            Read Aloud: “Hungry Animals” T244–T245            Read: <i>Open Wide!</i> T252–T257  <b><u>Leveled Readers</u></b>            Basic Needs (Informational Text) Animal and Plant Needs  <b><u>Activities and Supplemental Material</u></b>            Cross-Curricular Perspectives: Science, T45 (Animals Have Needs)            Cross-Curricular Perspectives: Science, T185 (Animal Wants and Needs)            Compare Across Texts: Living Together (Living Things and What They Need) T368–T369</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-ESS2-D) Weather and Climate	
(K-ESS2-D-1) Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read: <i>Animals on the Move</i> T42–T47</p> <p><b>Unit 3:</b> <b><u>Leveled Readers</u></b> Tracks in the Snow (Informational Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Poetry: “Weather Poems” T152–T153 Read Aloud: “Winter Fun” and “The Storm” T164–T165 Infographic: “How Rain Helps Elephants” T290–T291</p> <p><b><u>Leveled Readers</u></b> Where Is the Rain? (Narrative Nonfiction) Seasons (Informational Text) The Wind (Narrative) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) The Storm (Narrative) Animals in the Rain (Informational Text) Rainbows (Informational Text) <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-ESS2-E) Biogeology	
(K-ESS2-E-1) Plants and animals can change their environment.	<p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Making a Place to Live” T90–T91</p> <p><b><u>Leveled Readers</u></b> Basic Needs (Informational Text) Animal and Plant Needs</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T115 (Bees and Insects) Cross-Curricular Perspectives: Science, T254 (Animal Homes)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99</p>
(K-ESS3-B) Natural Hazards	
(K-ESS3-B-1) Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	<p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: “The Shaking Earth” T32–T33 Infographic: “Be Prepared!” T218–T219 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249 Infographic: “How Rain Helps Elephants” T290–T291</p> <p><b><u>Leveled Readers</u></b> The Storm (Narrative)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, T246 (Blizzards) Research Project: Research Seasons and Weather, T370–T381</p>

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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-ESS3-C) Human Impacts on Earth's Systems</p>	
<p>(K-ESS3-C-1) Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p>	<p><b>Unit 1:</b> <b><u>Leveled Readers</u></b> We Take Care (Narrative Nonfiction) Clean up the park and the world</p> <p><b>Unit 2:</b> <b><u>Leveled Readers</u></b> Cleaning Up (Narrative Nonfiction) picking up trash</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20–T21</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Read Aloud: "Saving Water" T230–T231</p>
<p>(K-5-ETS1-A) Defining and Delimiting Engineering Problems</p>	
<p>(K-5-ETS1-A-1) A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.</p>	<p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20–T21 Read: <i>Cars Are Always Changing</i> T42–T47</p> <p><b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>



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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-ETS1-A -2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary)</p>	<p>Teachers can adapt the following activity to fulfill this objective.</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Living Together (Living Things and What They Need) T368–T369 Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: “Be Prepared!” T218–T219 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p> <p><b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
<p>(K-2-ETS1-A-3) Before beginning to design a solution, it is important to clearly understand the problem.</p>	<p>Teachers can adapt the following activity to fulfill this objective.</p> <p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: “Be Prepared!” T218–T219 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p> <p><b><u>Activities and Supplemental Material</u></b> Research Project: Research Seasons and Weather, T370–T381</p>

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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-ETS1-B) Developing Possible Solutions</p>	
<p>(K-ETS1-B-1) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p>	<p>As students complete research projects they are encouraged to include visuals. See the following:  <b>Unit 2:</b>  <u><b>Activities and Supplemental Material</b></u>            Research Project: Informational Writing: Research a Pet, T386–T397  <b>Unit 5:</b>  <u><b>Selections</b></u>            Infographic: “Be Prepared!” T218–T219            Read Aloud: “Saving Water” T230–T231            Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249  <u><b>Activities and Supplemental Material</b></u>            Research Project: Research Seasons and Weather, T370–T381</p>
<p>(K-2-ETS1-C) Optimizing the Design Solution</p>	
<p>(K-2-ETS1-C-2) Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>	<p>Students can examine different solutions as they discuss ways to save water and develop action plans for natural disasters.  <b>Unit 5:</b>  <u><b>Selections</b></u>            Infographic: “Be Prepared!” T218–T219            Read Aloud: “Saving Water” T230–T231            Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-2-SEP-1) Asking Questions and Defining Problems	
(K-2-SEP-1.a) Ask questions based on observations to find more information about the designed world.	<p><b>Unit 1:</b> Ask and Answer Questions, T128-T129, T132, T133</p> <p>In addition, see the following:</p> <p><b>Unit 1:</b> <b><u>Selections</u></b> Map: "What Is in a Neighborhood?" T300-T301</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20-T21 Read: <i>Cars Are Always Changing</i> T42-T47</p> <p><b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: "Weather in Our Country" T20-T21 Read: <i>Weather Around the World</i> T40-T45</p>
(K-2-SEP-1) Asking Questions and Defining Problems	
(K-2-SEP-1.c) Define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20-T21 Read: <i>Cars Are Always Changing</i> T42-T47</p> <p><b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>
(K-2-SEP-2) Developing and Using Models	
(K-2-SEP-2.d) Use a model to represent relationships in the natural world.	<p>Teachers can use the following activities to develop this objective.</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20-T21 Read: <i>Cars Are Always Changing</i> T42-T47</p> <p><b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-2-SEP-2.c) Develop a simple model based on evidence to represent a proposed object or tool.	<p>Teachers can use the following activities to develop this objective.</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: “Making Communication Better” T20–T21 Read: <i>Cars Are Always Changing</i> T42–T47 <b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p>
(K-2-SEP-3) Planning and Carrying Out Investigations	
(K-2-SEP-3.a) With guidance, plan and conduct an investigation in collaboration with peers.	<p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Living Together (Living Things and What They Need) T368–T369 Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: “Be Prepared!” T218–T219 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249 <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>

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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-2-SEP-3.d) Make observations (firsthand or from media) to collect data that can be used to make comparisons.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: National Parks T160–T161 Infographic: “Exploring the Woods” T230–T231 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read Aloud: “How Animals Find Their Way” T34–T35 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “Eating Well” T160–T161 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257</p> <p><b><u>Leveled Readers</u></b> Baby Bird (Informational Text) At the Seaside (Informational Text) At the Pond (Informational Text) Cleaning Up (Narrative Nonfiction) picking up trash</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Read: <i>A Desert in Bloom</i> T108–T111</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-2-SEP-4) Analyzing and Interpreting Data	
(K-2-SEP-4.c) Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: National Parks T160–T161 Infographic: “Exploring the Woods” T230–T231 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read Aloud: “How Animals Find Their Way” T34–T35 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “Eating Well” T160–T161 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257</p> <p><b><u>Leveled Readers</u></b> Baby Bird (Informational Text) At the Seaside (Informational Text) At the Pond (Informational Text)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Read: <i>A Desert in Bloom</i> T108–T111</p>

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(K-2-SEP-4.e) Analyze data from tests of an object or tool to determine if it works as intended.	<p>Students can examine different solutions as they discuss ways to save water and develop action plans for natural disasters.</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p>
<b>(K-2-SEP-6) Constructing Explanations and Designing Solutions</b>	
(K-2-SEP-6.b) Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	<p>Teachers can use the following activities to develop this objective.</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: "Making Communication Better" T20–T21 Read: <i>Cars Are Always Changing</i> T42–T47 <b><u>Leveled Readers</u></b> Build a Tower (Narrative)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p>
<b>K-2-SEP-7) Engaging in Argument from Evidence</b>	
(K-2-SEP-7.f) Construct an argument with evidence to support a claim.	<p><b>Unit 2:</b> <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Living Together (Living Things and What They Need) T368–T369 Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249 <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<p>(K-2-SEP-8) Obtaining, Evaluating, and Communicating Information, (K-2-SEP-8.a) Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: “Using Your Imagination” T20–T21 Read: <i>Mission Accomplished!</i> T42–T47 Infographic: National Parks T160–T161 Infographic: “Exploring the Woods” T230–T231 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read Aloud: “How Animals Find Their Way” T34–T35 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “Eating Well” T160–T161 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257</p> <p><b><u>Leveled Readers</u></b> Baby Bird (Informational Text) At the Seaside (Informational Text) At the Pond (Informational Text) Cleaning Up (Narrative Nonfiction) picking up trash</p> <p><b>Unit 4:</b> <b><u>Selections</u></b> Infographic: “Making Communication Better” T20–T21</p>



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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <b>Unit 5:</b> <u><b>Selections</b></u> Web Site: "Weather in Our Country" T20–T21 Infographic: "Living in the Desert" T86–T87 Read Aloud: "Life in the Rainforest" T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> , T238–T243, T244–T249 Infographic: "How Rain Helps Elephants" T290–T291
(K-2-SEP-8.d) Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	<b>Unit 2:</b> <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Living Together (Living Things and What They Need) T368–T369 Research Project: Informational Writing: Research a Pet, T386–T397 <b>Unit 5:</b> <u><b>Selections</b></u> Infographic: "Be Prepared!" T218–T219 Read Aloud: "Saving Water" T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> , T238–T243, T244–T249 <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<p>K-2-CCC-1) Patterns</p> <p>(K-2-CCC-1.a) Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: “Exploring the Woods” T230–T231 Read Aloud: “In the Mountains” T244–T245 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Read: <i>Animals on the Move</i> T42–T47</p> <p><b>Unit 5:</b> <b><u>Leveled Readers</u></b> Seasons (Informational Text) <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>
<p>(K-2-CCC-2) Cause and Effect</p> <p>(K-2-CCC-2.a) Events have causes that generate observable patterns.</p>	<p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Read Aloud: “The Shaking Earth” T32–T33 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Be Prepared!” T218–T219 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i>, T238–T243, T244–T249</p> <p><b><u>Leveled Readers</u></b> Seasons (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <u><b>Activities and Supplemental Material</b></u> Cross-Curricular Perspectives: Science, T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science, T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, T242 (Safe Places in House) Cross-Curricular Perspectives: Science, T246 (Blizzards) Cross-Curricular Perspectives: Science, T312 (Rain and Water Cycle) Research Project: Research Seasons and Weather, T370–T381
(K-2-CCC-2.b) Simple tests can be designed to gather evidence to support or refute student ideas about causes.	<b>Unit 2:</b> <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Living Together (Living Things and What They Need) T368–T369 Research Project: Informational Writing: Research a Pet, T386–T397 <b>Unit 5:</b> <u><b>Selections</b></u> Infographic: “Be Prepared!” T218–T219 Read Aloud: “Saving Water” T230–T231 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> , T238–T243, T244–T249 <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<p>(K-2-CCC-4) Systems and System Models</p> <p>(K-2-CCC-4.b) Systems in the natural and designed world have parts that work together.</p>	<p><b>Unit 1:</b>  <u><b>Selections</b></u>            Infographic: “Exploring the Woods” T230–T231            Map: “What Is in a Neighborhood?” T300–T301            Read Aloud: “What Is at the Pond?” T314–T315  <u><b>Leveled Readers</b></u>            This Is My Home (Informational Text)            At the Beach (Narrative)</p> <p><b>Unit 2:</b>  <u><b>Selections</b></u>            Infographic: “Making a Place to Live” T90–T91            Read Aloud: “What Animals Need” T104–T105            Read: <i>From Nectar to Honey</i> T112–T117            Infographic: “How Anteaters Eat” T230–T231            Read Aloud: “Hungry Animals” T244–T245            Read: <i>Open Wide!</i> T252–T257  <u><b>Leveled Readers</b></u>            Baby Bird (Informational Text)            At the Seaside (Informational Text)            At the Pond (Informational Text)            The Rose Plant (Informational Text)  <u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T116 (Observing Nature)            Cross-Curricular Perspectives: Science, T254 (Animal Homes)</p> <p><b>Unit 3:</b>  <u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <b>Unit 5:</b> <u><b>Selections</b></u> Web Site: "Weather in Our Country" T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: "Living in the Desert" T86–T87 Read Aloud: "Life in the Rainforest" T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 Infographic: "How Rain Helps Elephants" T290–T291 Read: <i>Who Likes Rain?</i> T310–T315 <u><b>Leveled Readers</b></u> Leaves (Narrative) Seasons (Informational Text) At Night (Informational Text) Rocks Around Us (Informational Text) Animals in the Rain (Informational Text) Rainbows (Informational Text) Go Outside! (Informational Text) <u><b>Activities and Supplemental Material</b></u> Cross-Curricular Perspectives: Science, T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science, T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, T312 (Rain and Water Cycle) Cross-Curricular Perspectives: Science, T314 (Tree Life Cycle) Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381

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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-2-CCC-6) Structure and Function</p>	
<p>(K-2-CCC-6.a) The shape and stability of structures of natural and designed objects are related to their function/s.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Map: "What Is in a Neighborhood?" T300–T301 <b><u>Leveled Readers</u></b> This Is My Home (Informational Text) Animal Homes <b>Unit 2:</b> <b><u>Selections</u></b> Infographic: "Making a Place to Live" T90–T91 <b>Unit 4:</b> <b><u>Leveled Readers</u></b> Build a Tower (Narrative) <b>Unit 5:</b> <b><u>Selections</u></b> Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249 <b><u>Leveled Readers</u></b> Rocks Around Us (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(K-5-NoS-1) Connections to Nature of Science	
(K-5-NoS-1.a) Scientists use different ways to study the world.	<p><b>Unit 1:</b>  <u><b>Selections</b></u>            Infographic: National Parks T160–T161            Infographic: “Exploring the Woods” T230–T231            Map: “What Is in a Neighborhood?” T300–T301            Read Aloud: “What Is at the Pond?” T314–T315</p> <p><u><b>Leveled Readers</b></u>            On the Farm (Narrative Nonfiction) Animals            This Is My Home (Informational Text)            Animal Homes            At the Beach (Narrative) animals and people at beach</p> <p><u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T254 (Different Animals and Mammals)</p> <p><b>Unit 2:</b>  <u><b>Selections</b></u>            Infographic: “Time to Move!” T20–T21            Read: <i>Animals on the Move</i> T42–T47            Infographic: “Making a Place to Live” T90–T91            Read Aloud: “What Animals Need” T104–T105            Read: <i>From Nectar to Honey</i> T112–T117            Infographic: “How Anteaters Eat” T230–T231            Read Aloud: “Hungry Animals” T244–T245            Read: <i>Open Wide!</i> T252–T257</p> <p><u><b>Leveled Readers</b></u>            Baby Bird (Informational Text)            At the Seaside (Informational Text)            At the Pond (Informational Text)            The Rose Plant (Informational Text)</p> <p><u><b>Activities and Supplemental Material</b></u>            Cross-Curricular Perspectives: Science, T116 (Observing Nature)            Cross-Curricular Perspectives: Science, T254 (Animal Homes)            Cross-Curricular Perspectives: Science, T324 (Animal Exercise)</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>(Continued)</p> <p>Research Project: Informational Writing: Research a Pet, T386–T397</p> <p><b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 Infographic: “How Rain Helps Elephants” T290–T291 Read: <i>Who Likes Rain?</i> T310–T315</p> <p><b><u>Leveled Readers</u></b> Leaves (Narrative) Seasons (Informational Text) At Night (Informational Text) Rocks Around Us (Informational Text) Animals in the Rain (Informational Text) Rainbows (Informational Text) Go Outside! (Informational Text)</p> <p><b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science, T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, T246 (Blizzards) Cross-Curricular Perspectives: Science, T312 (Rain and Water Cycle) Cross-Curricular Perspectives: Science, T314 (Tree Life Cycle) Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>



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<p align="center"><b>Next Generation Science Standards</b></p>	<p align="center"><b>myView Literacy Kindergarten, ©2020</b></p>
<p>(K-5-NoS-2.a) Scientists look for patterns and order when making observations about the world.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: “Exploring the Woods” T230–T231 Read Aloud: “In the Mountains” T244–T245 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315</p> <p><b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read: <i>Animals on the Move</i> T42–T47 <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T116 (Observing Nature)</p> <p><b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p> <p><b>Unit 5:</b> <b><u>Selections</u></b> Web Site: “Weather in Our Country” T20–T21 Infographic: “Living in the Desert” T86–T87 Read Aloud: “Life in the Rainforest” T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 <b><u>Activities and Supplemental Material</u></b> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381</p>

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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
<p>(K-5-STSE-1) Interdependence of Science Engineering, and Technology, (K-5-STSE-1.a) People encounter questions about the natural world every day.</p>	<p><b>Unit 1:</b> <b><u>Selections</u></b> Infographic: National Parks T160–T161 Infographic: “Exploring the Woods” T230–T231 Map: “What Is in a Neighborhood?” T300–T301 Read Aloud: “What Is at the Pond?” T314–T315 <b><u>Leveled Readers</u></b> This Is My Home (Informational Text) Animal Homes <b>Unit 2:</b> <b><u>Selections</u></b> Infographic: “Time to Move!” T20–T21 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257 <b><u>Leveled Readers</u></b> Baby Bird (Informational Text) At the Seaside (Informational Text) At the Pond (Informational Text) <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T116 (Observing Nature) Research Project: Informational Writing: Research a Pet, T386–T397 <b>Unit 3:</b> <b><u>Activities and Supplemental Material</u></b> Cross-Curricular Perspectives: Science, T124 (Scientists Observe Nature)</p>

**A Correlation of myView Literacy, Kindergarten, ©2020  
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Next Generation Science Standards	myView Literacy Kindergarten, ©2020
(Continued)	(Continued) <b>Unit 5:</b> <u><b>Selections</b></u> Web Site: "Weather in Our Country" T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: "Living in the Desert" T86–T87 Read Aloud: "Life in the Rainforest" T98–T99 Read: <i>A Desert in Bloom</i> T108–T111 Infographic: "How Rain Helps Elephants" T290–T291 Read: <i>Who Likes Rain?</i> T310–T315 <u><b>Leveled Readers</b></u> Seasons (Informational Text) At Night (Informational Text) Rocks Around Us (Informational Text) Animals in the Rain (Informational Text) Rainbows (Informational Text) <u><b>Activities and Supplemental Material</b></u> Compare Across Texts: Outside My Door, T354–T355 (Seasons) Research Project: Research Seasons and Weather, T370–T381
(K-5-STSE-2) Influence of Engineering, Technology, and Science on Society and the Natural World,	
(K-5-STSE-2.a) People depend on various technologies in their lives; human life would be very different without technology.	<b>Unit 1:</b> <u><b>Leveled Readers</b></u> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation <b>Unit 4:</b> <u><b>Selections</b></u> Infographic: "Making Communication Better" T20–T21 Read: <i>Cars Are Always Changing</i> T42–T47 <u><b>Leveled Readers</b></u> Build a Tower (Narrative)