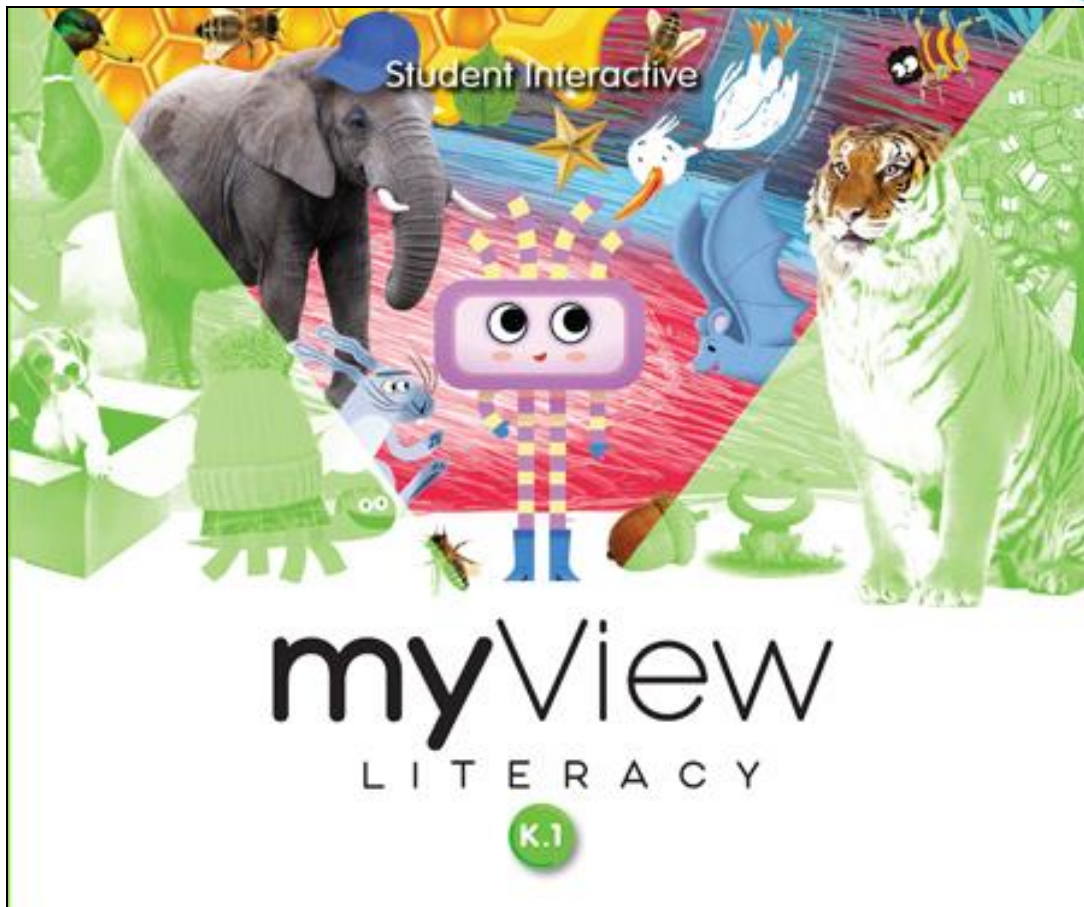


A Correlation of



To the

**New York State Next Generation
English Language Arts
Learning Standards 2017
Kindergarten**

A Correlation of myView Literacy, Kindergarten, ©2020 to the New York State Next Generation English Language Arts Learning Standards 2017

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the New York State Next Generation English Language Arts Learning Standards, 2017. 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.

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

Table of Contents

KR Reading..... 4

KRF Foundational Skills 10

KW Writing..... 19

KSL Speaking and Listening..... 21

KL Language 27

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| KR Reading | |
| Literary and Informational Text | |
| Key Ideas and Details | |
| KR1 Develop and answer questions about a text. | <p>This standard is met throughout the program. Please see representative pages:</p> <p>Unit 1: Ask and Answer Questions, T85, T95, T114–T115 First Read: Ask, T92, T206 Reflect and Share, T122–T123, T234–T235 Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 2: Ask and Answer Questions, T85, T95, T114–T115 Reflect and Share, T66–T67, T178–T179, T234–T235, T290– T291 Possible Teaching Point, T148 First Read: Ask, T150 Respond and Analyze, T40–T41, T96–T97, T152–T15, T208–T209, T264–T2653</p> <p>Unit 3: Ask and Answer Questions, T149, T157, T159, T178–T179 First Read: Ask, T40, T214, T268 Read, T154 Respond and Analyze, T42–T43, T104–T105, T160–T161, T216–T217, T272–T273</p> <p>Unit 4: First Read: Ask, T260 Respond and Analyze, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 5: Reflect and Share, T62–T63, T166–T167, T224–T225 Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330 First Read: Ask, T250 Respond and Analyze, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| KR2 Retell stories or share key details from a text. | <p>Unit 1: Retelling, T104, T122, T290 Reflect and Share: Talk About It, T122–T123, T234–T235 Respond and Analyze, T96–T97 Describe Plot, T84, T93, T104–T105 Find/Identify Main Idea, T140, T149, T160–T161 Use Text Evidence, T149, T151, T170–T171 Main Idea and Details, T253, T261, T263, T282–T283 Find Important Details, T261, T263, T282–T283</p> <p>Unit 2: Find/Identify Main Idea, T308–T309 Reflect and Share: Talk About It, T178–T179</p> <p>Unit 3: Main Idea and Details, T39, T41, T60–T61 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Respond and Analyze, T104–T105 Describe Plot, T260, T271, T280–T281, T320–T321, T348–T349</p> <p>Unit 4: Retelling, T122 Reflect and Share: Talk About It, T178–T179, T290–T291 Plot, T312–T313, T340–T341, T344</p> <p>Unit 4: Main Idea and Details, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171</p> <p>Unit 5: Main Idea and Details, T89, T108–T109, T133, T141, T142, T160–T161 Reflect and Share: Talk About It, T276–T277 Listening, T237</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KR3 Identify characters, settings, major events in a story, or pieces of information in a text.</p> | <p>Unit 1: Retelling, T104, T122, T290 Reflect and Share: Talk About It, T122–T123, T234–T235 Respond and Analyze, T96–T97 Describe Plot, T84, T93, T104–T105 Identify and Describe Characters, T28, T37, T39, T48–T49 Make Connections, T282–T283</p> <p>Unit 2: Identify and Describe Characters, T140, T149, T160–T161 Reflect and Share: Talk About It, T178–T179</p> <p>Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Respond and Analyze, T104–T105 Describe Plot, T260, T271, T280–T281, T320–T321, T348–T349 Fiction: Characters and Setting, T316–T317 Explore Characters, T340–T341</p> <p>Unit 4: Unit Opener, T11 Describe Connections, T37, T48–T49 Create New Understandings, T207, T226–T227 Retelling, T122 Reflect and Share: Talk About It, T178–T179, T290–T291 Plot, T312–T313, T340–T341, T344</p> <p>Unit 5: Reflect and Share, T114–T115, T276–T277 Listening, T237 Describe/Discuss Characters, T242, T251, T253, T262–T263</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| Craft and Structure | |
| KR4 Identify specific words that express feelings and senses. | <p>This objective is taught throughout the program. For examples, see:</p> <p>Unit 1: Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 2: Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 3: Preview Vocabulary, T34, T92, T98, T154, T210, T266</p> <p>Unit 4: Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 5: Preview Vocabulary, T34, T86, T138, T190, T196, T248</p> <p>Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |
| KR5 Identify literary and informational texts. | <p>Unit 1 Poetry, T76–T77; Realistic Fiction, T24–T33, T80–T81, T192–T193 Informational Text, T136–T137, T248–T249</p> <p>Unit 2 Fiction, T136–T137 Poetry, T244–T245 Informational Text, T24–T25, T80–T81, T192–T193, T444–T445</p> <p>Unit 3 Fiction, T312–T313, T316–T317, T320–T321, T200–T201 Fairy Tale, T82–T83 Folk Tale, T24–T25 Myth, T256–T257 Poetry, T140–T141, T144–T145;</p> <p>Unit 4 Fiction, T136–T137, T248–T249 Personal Narrative, T304–T305, T308–T309, T312–T313 Poetry, T244–T245 Informational Text, T446–T447</p> <p>Unit 5 Drama/Play, T238–T239, T251, T253, T262–T263 Poetry, T124–T125, T128–T129, T428–T429 Informational Text, T24–T25, T76–T77, T180–T181</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| KR6 Name the author and illustrator and define the role of each in presenting the ideas in a text. | <p>Students are introduced to this concept in the following:</p> <p>Unit 1: Author/Illustrator/Titles, Identify, T202</p> <p>Unit 3: Author/Illustrator/Titles, Identify, T34</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| Integration of Knowledge and Ideas | |
| KR7 Describe the relationship between illustrations and the text. | <p>Unit 1: Describe Plot, T104–T105 Respond and Analyze, T152–T153, T208–T209 First Read: Look, T36, T38, T94, T204 Explore Infographics, T20–T21, T132–T133, T188–T189</p> <p>Unit 2: First Read: Ask, T150 First Read: Look, T38, T94, T102, T156, T158 Informational Text, T24–T25, T80–T81, T192–T193, T444–T445; Explore Infographics, T20–T21, T76–T77, T132–T133, T188, T188–T189</p> <p>Unit 3: Explore the Poems, T140–T141 My View, T216–T217 Explore Infographics, T20–T21, T78–T79, T196–T197, T252–T253</p> <p>Unit 4: Context Clues, T149 Explore Infographics, T20– T21, T76–T77, T188–T189 Narrative Nonfiction, T192–T193 Informational Text, T446–T447</p> <p>Unit 5: Connect Text and Illustrations, T28, T37, T48–T49 First Read: Look, T142 Explore Infographics, T72–T73, T176–T177, T234–T235 Informational Text, T24–T25, T76–T77, T180–T181</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KR8 Identify specific information to support ideas in a text.</p> | <p>Unit 1 Persuasive Text, T444–T445 Use Text Evidence, T162–T163 Opinion Writing, WW2–WW3, WW4, WW16, WW24</p> <p>Unit 2 Persuasive Text, T248–T249 Opinion Writing, WW2–WW3, WW4, WW16, WW24 First Read, T36 Listening Comprehension, T246–T247 Find Important Details, T261 Respond and Analyze, T264–T265 Find Text Structure, T272–T273</p> <p>Unit 3 Persuasive Text, T452–T453 Opinion Writing, WW2–WW3, WW4, WW16, WW24 Author’s Purpose, T224–T225</p> <p>Unit 4: Opinion Writing, WW2–WW3, WW4, WW16, WW24</p> <p>Unit 5 Persuasive Text, T428–T429 Opinion Writing, WW2–WW3, WW4, WW16, WW24 Author’s Purpose, T264</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|--|
| <p>KR9 Make connections between self, text, and the world.</p> | <p>Unit 1: Compare Texts, T178–T179, T290–T291 Compare Across Texts, T424–T425 Reflect and Share: Talk About It, T122–T123 Compare Across Texts, T424–T425 Identify and Describe Characters, T37, T39, T48–T49, T178–T179</p> <p>Unit 2: Compare Texts, T66–T67, T122–T123, T234–T235, T290–T291 Compare Across Texts, T424–T425 Identify and Describe Characters, T149, T160–T161 Reflect and Share: Talk About It, T178–T179</p> <p>Unit 3: Compare Across Texts, T432–T433 Compare and Contrast Characters, T92–T93, T98–T99, T104–T105, T112–T113 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Reflect and Share: Write to Sources, T298–T299 Make Connections, T290–T291</p> <p>Unit 4: Compare Texts, T66–T67, T122–T123, T234–T235 Compare Across Texts, T424–T425 Reflect and Share: Talk About It, T290–T291</p> <p>Unit 5: Compare Texts, T62–T63, T114–T115, T224–T225 Compare Across Texts, T410–T411 Reflect and Share: Talk About It, T276–T277</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |
| KRF Foundational Skills | |
| Print Concepts | |
| KRF1 Demonstrate understanding of the organization and basic features of print. | |
| <p>KRF1a Follow words from left to right, top to bottom, and page by page.</p> | <p>Unit 1: Print Awareness: Left-to-Right and Top-to-Bottom Progression, T90</p> <p>Unit 3: Print Awareness: Left-to-Right and Top-to-Bottom Progression, T154</p> <p>Unit 5: Print Awareness: Left-to-Right and Top-to-Bottom Progression, T34</p> <p>Digital Resources: <i>Professional Development Center</i>>Foundational Skills</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KRF1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <p>Unit 1: Explore Spaces Between Words, T356–T357, T360–T361</p> <p>Unit 2: Print Awareness, T202, T258 Handwriting: Write Words, T106–T107, T250–T251</p> <p>Unit 4: Explore Spaces Between Words, T90 Sequence of Letters in Words, T202, T258 Print Awareness, T146 Handwriting: Write Words, T170–T171</p> <p>Digital Resources: <i>Professional Development Center</i>> Foundational Skills</p> |
| <p>KRF1c Understand that words are separated by spaces in print.</p> | <p>Unit 1: Explore Spaces Between Words, T356–T357, T360–T361 Sentence Features, T258</p> <p>Unit 2: Sentence Features, T34</p> <p>Unit 3: Sentence Features, T266</p> <p>Unit 4: Explore Spaces Between Words, T90 Sentence Features, T34</p> <p>Unit 5: Print Awareness: Sentence Awareness, T86</p> <p>Digital Resources: <i>Professional Development Center</i>> Foundational Skills</p> |
| <p>KRF1d Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>This objective is covered throughout the Kindergarten program. For examples see:</p> <p>Unit 1: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T145, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441 Handwriting (upper- and lower-case letters), T250–T251, T274–T275</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|--|
| <p>(Continued) KRF1d Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>(Continued) Unit 2: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102– T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441 Handwriting (upper- and lower-case letters), T26–T27, T50–T51, T82–T83, T138–T139, T162–T163, T194–T195, T218–T219, T274–T275 Unit 3: Consonants, T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185 Short Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278– T279, T286–T287, T296–T297, T440–T441, T448–T449 Long Vowels, T194–T195, T208–T209, T222–T223, T230– T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441 Handwriting (upper- and lower-case letters), T26–T27, T52–T53, T84–T85, T114–T115, T146–T147, T202–T203, T226–T227, T258–T259, T282–T283 Unit 4: Consonants, T186– T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437 Short Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120– T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437 Long Vowels, T18–T19, T32– T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144– T145, T158–T159, T166– T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436– T437 Handwriting (upper- and lower-case letters), T26–T27, T82–T83, T106–T107, T138–T139, T162–T163, T184–T195, T218–T219 Digital Resources: <i>Resource Download Center</i>> Handwriting Models & Practice >Phonics <i>Foundational Skills Kit</i>>Alphabet Cards</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| KRF1e Identify the front cover, back cover, and title page of a book. | <p>Unit 1: Front Cover and Back Cover, T34, T146, T400–T401 Title Page, T34, T146, T400–T401 Parts of a Book, T328–T329, T332–T333, T336–T337</p> <p>Unit 2: Holding Books Correctly, T146</p> <p>Unit 3: Front Cover and Back Cover, T34</p> <p>Unit 3: Front Cover and Back Cover, T258 Minilesson: What You Know About Your Topic, T142 Strategy Group: Compare and Contrast Texts, T258 Customize It!, T374</p> |
| Phonological Awareness | |
| KRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| KRF2a Recognize and produce spoken rhyming words. | <p>Unit 1: Poetry, T76–T77</p> <p>Unit 2: Poetry, T244–T245 Identify and Produce Rhyming Words, T232–T233, T288–T289, T426–T427, T432–T433 Rhyming Words, T440–T441</p> <p>Unit 3: Rhyme, T148, T157, T159, T168–T169 Poetry, T140–T141, T144–T145 Identify and Produce Rhyming Words, T128–T129, T240–T241</p> <p>Unit 4: Poetry, T244–T245 Identify and Produce Rhyming Words, T270–T271 Identify and Count Rhyming Words, T232–T233</p> <p>Unit 5: Rhyme, T132, T142, T152–T153, T154–T155 Poetry, T124–T125, T128–T129, T428–T429</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KRF2b Blend and segment syllables in spoken words.</p> | <p>Unit 1: Segment and Blend Phonemes, T440–T441</p> <p>Unit 2: Segment and Blend Phonemes, T64–T65, T74–T75, T158–T159, T176–T177</p> <p>Unit 4: Segment and Blend Phonemes, T26 Segment and Blend, T46–T47</p> <p>Unit 5: Segment and Blend Phonemes, T18–T19, T60–T61, T122–T123, T208–T209, T224, T232–T233, T412–T413, T424–T425</p> <p>Digital Resources: <i>Resource Download Center</i>>Phonics >Spelling</p> |
| <p>KRF2c Blend and segment onsets and rimes of spoken words.</p> | <p>Unit 1: Blend and Segment Onset and Rime, T120–T121, T130–T131, T158–T159, T176–T177, T288–T289 Segment and Blend Phonemes, T440–T441</p> <p>Unit 2: Segment and Blend Onset and Rime, T186–T187 Segment and Blend Phonemes, T64–T65, T74–T75, T158–T159, T176–T177</p> <p>Unit 4: Phonological Awareness: Segment and Blend Phonemes, T26 Segment and Blend, T46–T47</p> <p>Unit 5: Phonological Awareness: Segment and Blend Phonemes, T224 Segment and Blend Phonemes, T18–T19, T60–T61, T122–T123, T208–T209, T232–T233, T412–T413, T424–T425</p> <p>Digital Resources: <i>Resource Download Center</i>>Phonics >Spelling</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| <p>KRF2d Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> | <p>Unit 1: Segment and Blend Phonemes, T440–T441 Unit 2: Segment and Blend Phonemes, T64–T65, T74–T75, T158–T159, T176–T177 Unit 4: Segment and Blend Phonemes, T26, T46–T47 Unit 5: Segment and Blend Phonemes, T18–T19, T60–T61, T122–T123, T208–T209, T224, T232–T233, T412–T413, T424–T425</p> <p>Digital Resources: <i>Resource Download Center</i>>Phonics >Spelling</p> |
| <p>KRF2e Create new words by manipulating the phonemes orally in one-syllable words.</p> | <p>Students create new words with the following activities:</p> <p>Unit 1: Segment and Blend Phonemes, T440–T441 Unit 2: Segment and Blend Phonemes, T64–T65, T74–T75, T158–T159, T176–T177 Unit 3: Segment and Blend Phonemes, T46–T47 Unit 4: Add Phonemes, T242–T243 Unit 5: Segment and Blend Phonemes, T60–T61, T208–T209 Add Phonemes, T112–T113, T420–T421 Substitute Phonemes, T174–T175, T274–T275</p> <p>Digital Resources: <i>Resource Download Center</i>>Phonics >Spelling</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| Phonics and Word Recognition | |
| KRF3 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| <p>KRF3a Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> | <p>Unit 1: Read and Write Words with Ss, T110–T111 Review Short a and Ss, T120–T121 Read and Write Words with Cc, T166–T167 Read and Write Words with Bb, T256–T257 Read and Write Words with Rr, T278–T279</p> <p>Unit 2: Letter–Sound Relationships, T32–T33, T54–T55, T64–T65, T110–T111, T120–T121, T166–T167</p> <p>Unit 3: Letter–Sound Relationships, T56–T57, T66–T67, T118–T119, T128–T129, T174–T175, T184–T185, T230–T231, T436–T437</p> <p>Unit 4: Letter–Sound Relationships, T54–T55, T64–T65, T110–T111, T120–T121, T158–T159, T176–T177, T214–T215</p> <p>Digital Resources: <i>Foundational Skills Kit</i>>Alphabet Cards; <i>Resource Download Center</i>>Handwriting Practice</p> |
| <p>KRF3b Decode short vowel sounds with common spellings.</p> | <p>Unit 3: Short Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449</p> <p>Unit 4: Short Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437</p> <p>Unit 5: Short Vowels, T32–T33, T46–T47, T136–T137, T150–T151</p> <p>Digital Resources: <i>Foundational Skills Kit</i>>Alphabet Cards; <i>Resource Download Center</i>>Handwriting Practice</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| <p>KRF3c Decode some regularly spelled one-syllable words.</p> | <p>Unit 1: Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439</p> <p>Unit 2: Decodable Story, T56–T57, T112– T113, T168–T169, T224–T225, T280–T281, T438–T439</p> <p>Unit 3: Syllables, T18–T19, T110–T111, T138–T139, T194–T195, T250–T251 Decodable Story, T58– T59, T120–T121, T176–T177, T232–T233, T288– T289, T446–T447</p> <p>Unit 4: Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439</p> <p>Unit 5: Decodable Story, T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423</p> |
| <p>KRF3d Read common high-frequency words by sight.</p> | <p>Unit 1: High-Frequency Words, T19, T33, T47, T65, T43, T75, T89, T103, T121, T99, T123, T131, 145, T159, T177, T155, T187, T233, T211, T243, T257, T271, T289, T267, T427, T429, T431, T433, T441 Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439</p> <p>Unit 2: High-Frequency Words, T19, T33, T47, T65, T43, T75, T89, T103, T121, T99, T131, T145, T159, T177, T155, T187, T201, T215, T233, T211, T243, T257, T271, T289, T267, T427, T429, T431, T433, T441 Decodable Story, T56–T57, T112– T113, T168–T169, T224–T225, T280–T281, T438–T439</p> <p>Unit 3: High-Frequency Words, T19, T33, T45, T49, T67, T77, T91, T107, T111, T129, T139, T153, T163, T167, T185, T195, T209, T219, T223, T241, T251, T265, T275, T279, T297, T435, T437, T439, T441, T449 Decodable Story, T58– T59, T120–T121, T176–T177, T232–T233, T288– T289, T446–T447</p> <p>Unit 4: High-Frequency Words, T19, T33, T47, T65, T43, T75, T89, T103, T121, T99, T131, T145, T159, T178, T155, T187, T201, T215, T233, T211, T243, T257, T271, T289, T267, T427, T431, T433, T435, T443 Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| <p>(Continued) KRF3d Read common high-frequency words by sight.</p> | <p>(Continued) Unit 5: High-Frequency Words, T19, T33, T47, T61, T43, T71, T85, T113, T95, T123, T137, T151, T165, T147, T175, T189, T209, T223, T205, T233, T247, T261, T275, T257, T413, T417, T419, T421, T425 Decodable Story, T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423 Digital Resources: <i>Foundational Skills Kit</i>>High-Frequency Word Cards; <i>Decodable Readers</i>: Unit 1–5</p> |
| <p>Fluency KRF4 Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p> | <p>Unit 1: Fluency, T44, T62, T100, T118, T156, T173, T212, T230, T268, T286 Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439 Unit 2: Fluency, T44, T62, T100, T118, T156, T175, T212, T230, T268, T286 Decodable Story, T56–T57, T112– T113, T168–T169, T224–T225, T280–T281, T438–T439 Unit 3: Fluency, T46, T64, T108, T126, T164, T182, T220, T238, T276, T294 Decodable Story, T58– T59, T120–T121, T176–T177, T232–T233, T288– T289, T446–T447 Unit 4: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286 Decodable Story, T56–T57, T112–T113, T168–T169, T224– T225, T280–T281, T438–T439 Unit 5: Fluency, T44, T62, T100, T118, T156, T174, T212, T230, T268, T286 Decodable Story, T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423 Digital Resources: <i>Professional Development Center</i>>Foundational Skills>Fluency</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| KW Writing | |
| Text Types and Purposes | |
| <p>KW1 Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.</p> | <p>Unit 1: Explore and Plan: Introduce Persuasive Writing, T444–T445 Collaborate and Discuss: Tell Your Opinion, T450–T451 Opinion Writing, WW1a–WW47</p> <p>Unit 2: Opinion Writing, WW1a–WW47</p> <p>Unit 3: Explore and Plan: Explore Persuasive Writing, T452–T453 Collaborate and Discuss: Revise and Edit, T458–T459 Opinion Writing, WW1a–WW47</p> <p>Unit 4: Opinion Writing, WW1a–WW47</p> <p>Unit 5: Explore and Plan: Introduce Persuasive Poetry, T428–T429 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Opinion Writing, WW1a–WW47</p> <p>Digital Resources: <i>Resource Download Center: Writing Workshop; Workshop Anchor Charts and Minilessons</i></p> |
| <p>KW2 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</p> | <p>Unit 2: List, T303, T304–T305, T308–T309, T312–T313, T316–T317, T320–T321, T327, T328–T329, T332–T333, T336–T337, T340–T341, T344, T352–T353, T356–T357, T360–T361, T364–T365, T368</p> <p>Unit 5: Literary Nonfiction, T289, T290–T291, T294–T295, T298–T299, T302–T303, T306, T313, T34–T315, T318–T319, T322–T323, T326–T327, T330, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354</p> <p>Digital Resources: <i>Resource Download Center: Writing Workshop; Workshop Anchor Charts and Minilessons</i></p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| <p>KW3 Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.</p> | <p>Unit 3: Fiction, T312–T313, T316–T317, T320–T321, T324–T325, T328, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376</p> <p>Unit 4: Personal Narrative, T303, T304–T305, T308–T309, T312–T313, T316–T317, T320, T327, T328–T329, T332–T333, T336–T337, T340–T341, T344, T351, T352–T353, T356–T357, T360–T361, T364–T365, T368</p> <p>Digital Resources: <i>Resource Download Center: Writing Workshop; Workshop Anchor Charts and Minilessons</i></p> |
| <p>KW4 Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</p> | <p>Unit 1: Reflect and Share: Write to Sources, T66–T67, T178–T179</p> <p>Unit 2: Reflect and Share: Write to Sources, T122–T123, T290– T291</p> <p>Unit 3: Reflect and Share: Write to Sources, T186–T187, T298–T299</p> <p>Unit 4: Reflect and Share: Write to Sources, T122–T123, T234–T235</p> <p>Unit 5: Reflect and Share: Write to Sources, T62–T63, T166–T167</p> |
| <p>Research to Present Knowledge</p> | |
| <p>KW6 Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p> | <p>Unit 1: Project–Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453</p> <p>Unit 2: Project–Based Inquiry, T442–T443, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453</p> <p>Unit 3: Project–Based Inquiry, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461</p> <p>Unit 4: Project–Based Inquiry, T444–T445, T446–T447, T448–T449, T450–T451, T452–T453, T454–T455</p> <p>Unit 5: Project–Based Inquiry, T426–T427, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437</p> <p>Digital Resources: <i>Resource Download Center> Inquiry–Based Project Rubrics and Checklists</i></p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KW7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</p> | <p>Unit 1: Conduct Research: Ask a Librarian, T446–T447 Refine Research: Take Notes, T448–T449</p> <p>Unit 2: Inquire: Introduce the Project, T442–T443 Conduct Research: Sources, T446–T447 Refine Research: Take Notes, T448–T449</p> <p>Unit 3: Conduct Research: Use a Library Database, T454–T455 Refine Research: Take Notes, T456–T457</p> <p>Unit 4: Conduct Research: Conduct an Interview, T448–T449 Refine Research: Take Notes, T450–T451</p> <p>Unit 5: Conduct Research: Look Online, T430–T431 Refine Research: Take Notes, T432–T433</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p> |
| <p>KSL Speaking and Listening</p> | |
| <p>Comprehension and Collaboration</p> | |
| <p>KSL1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> | <p>Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Collaborate and Discuss: Tell Your Opinion, T450–T451 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246–T247 Collaborate and Discuss: Revise and Edit, T450–T451 Celebrate and Reflect, T452–T453</p> <p>Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T254–T255 Collaborate and Discuss: Revise and Edit, T458–T459 Celebrate and Reflect, T460–T461</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|--|
| <p>(Continued) KSL1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> | <p>(Continued) Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246– T247 Collaborate and Discuss: Revise and Edit, T452–T453 Celebrate and Reflect, T454–T455 Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Listening Comprehension, T22–T23, T74–T75, T126–T127, T178– T179, T236–T237 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Celebrate and Reflect, T436–T437 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| <p>KSL1a Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> | <p>Students practice listening rules in discussions in all units. For examples see: Unit 1: Listening Comprehension, T22–T23, T78– T79, T134–T135, T190–T191, T246–T247 Unit 2: Listening Comprehension, T22– T23, T78–T79, T134–T135, T190–T191, T246–T247 Unit 3: Listening Comprehension, T22– T23, T80–T81, T142–T143, T198–T199, T254– T255 Unit 4: Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246– T247 Unit 5: Listening Comprehension, T22–T23, T74–T75, T126–T127, T178– T179, T236–T237 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KSL1b Participate in conversations through multiple exchanges.</p> | <p>Unit 1: Turn, Talk, and Share (examples), T20, T81, T132, T249, T424 Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Collaborate and Discuss: Tell Your Opinion, T450–T451</p> <p>Unit 2: Turn, Talk, and Share (examples), T10, T67, T188, T249, T424 Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Collaborate and Discuss: Revise and Edit, T450–T451</p> <p>Unit 3: Turn, Talk, and Share (examples), T10, T69, T252, T432 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Collaborate and Discuss: Revise and Edit, T458–T459</p> <p>Unit 4: Turn, Talk, and Share (examples), T10, T76, T132, T208, T424 Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Collaborate and Discuss: Revise and Edit, T452–T453 Conduct Research: Conduct an Interview, T448–T449</p> <p>Unit 5: Turn, Talk, and Share (examples), T10, T129, T176, T239, T410 Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| KLS1c Consider individual differences when communicating with others. | <p>Students consider individual differences and they complete the following.</p> <p>Unit 1: Talk About Museums, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Talk About Pets, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 3: My Favorite Story, T450 Reflect and Share: Talk About It, T68–T69</p> <p>Unit 4: Talk About the Past, T444 Celebrate and Reflect, T460–T461</p> <p>Unit 5: Talk About Weather, T426 Celebrate and Reflect, T436–T437</p> |
| KSL2 Participate in a conversation about features of diverse texts and formats. | <p>Unit 1: Listening Comprehension, T22–T23, T78– T79, T134–T135, T190–T191, T246–T247 Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291</p> <p>Unit 2: Listening Comprehension, T22– T23, T78–T79, T134–T135, T190–T191, T246–T247 Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235</p> <p>Unit 3: Listening Comprehension, T22– T23, T80–T81, T142–T143, T198–T199, T254– T255 Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243</p> <p>Unit 4: Listening Comprehension, T22–T23, T78–T79, T134–T135, T190–T191, T246– T247 Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291</p> <p>Unit 5: Listening Comprehension, T22–T23, T74–T75, T126–T127, T178– T179, T236–T237 Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| <p>KSL3 Develop and answer questions to clarify what the speaker says.</p> | <p>Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Ask and Answer Questions, T85, T95, T114–T115, T380–T381, T384–T385</p> <p>Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Ask and Answer Questions, T85, T95, T114–T115</p> <p>Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Ask and Answer Questions, T149, T157, T159, T178–T179</p> <p>Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Ask and Answer Questions, T253, T263, T282–T283</p> <p>Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Ask and Answer Questions, T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| Presentation of Knowledge and Ideas | |
| <p>KSL4 Describe familiar people, places, things, and events with detail.</p> | <p>Students practice describing experiences and telling stories in all units. For examples see:</p> <p>Unit 1: Minilesson: Describe Plot, T104–T105 Describe Setting, T216–T217 Learning Strategies, T425 Talk About Museums, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Explore Main Idea, T327 Talk About Pets, T442 Celebrate and Reflect, T452–T453</p> <p>Unit 3: My Favorite Story, T450 Reflect and Share: Talk About It, T68–T69</p> <p>Unit 4: Talk About the Past, T444 Celebrate and Reflect, T460–T461</p> <p>Unit 5: Talk About Weather, T426 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| KSL5 Create and/or utilize existing visual displays to support descriptions. | <p>Unit 1: Collaborate and Discuss: Tell Your Opinion, T450–T451 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Collaborate and Discuss: Revise and Edit, T450–T451 Celebrate and Reflect, T452–T453</p> <p>Unit 3: Collaborate and Discuss: Revise and Edit, T458–T459 Celebrate and Reflect, T460–T461</p> <p>Unit 4: Collaborate and Discuss: Revise and Edit, T452–T453 Celebrate and Reflect, T454–T455</p> <p>Unit 5: Drama, T238–T239 Collaborate and Discuss: Tell and Show Your Opinion, T434–T435 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i>> Literacy Stations</p> |
| KSL6 Express thoughts, feelings, and ideas. | <p>Unit 1: Reflect and Share: Talk About It, T122–T123, T234–T235, T290–T291 Celebrate and Reflect, T452–T453</p> <p>Unit 2: Reflect and Share: Talk About It, T66–T67, T178–T179, T234–T235 Celebrate and Reflect, T452–T453</p> <p>Unit 3: Reflect and Share: Talk About It, T68–T69, T130–T131, T242–T243 Celebrate and Reflect, T460–T461</p> <p>Unit 4: Reflect and Share: Talk About It, T66–T67, T178–T179, T290–T291 Celebrate and Reflect, T454–T455</p> <p>Unit 5: Reflect and Share: Talk About It, T114–T115, T224–T225, T276–T277 Celebrate and Reflect, T436–T437</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|--|
| KL Language | |
| Conventions of Academic English/Language for Learning | |
| KL1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | |
| While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. | |
| <p>KL1a Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</p> | <p>This skill is covered throughout the Kindergarten program. For examples see: Unit 1: Letter Recognition Unit, xvii–xlili Handwriting (upper- and lower-case letters), T250–T251, T274–T275 Unit 2: Handwriting (upper- and lower-case letters), T26–T27, T50–T51, T82–T83, T138–T139, T162–T163, T194–T195, T218–T219, T274–T275 Unit 3: Handwriting (upper- and lower-case letters), T26–T27, T52–T53, T84–T85, T114–T115, T146–T147, T202–T203, T226–T227, T258–T259, T282–T283 Unit 4: Handwriting (upper- and lower-case letters), T26–T27, T82–T83, T106–T107, T138–T139, T162–T163, T184–T195, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Handwriting Models & Practice; Phonics; <i>Foundational Skills Kit</i>>Alphabet Cards</p> |
| <p>KL1b Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.</p> | <p>Unit 1: Nouns, T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346– T347, T263, T407, T410–T411, T414–T415, T418–T419 Unit 2: Verbs, T378–T379, T383, T386–T387, T390–T391, T394–T395 Nouns, T376–T377 Unit 3: Verbs, T76 Unit 4: Verbs, T380–T381, T384–T385 Unit 5: Verbs, T362–T363</p> <p>Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| KL1c Use common, proper, and possessive nouns. | Unit 1: Nouns, T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346– T347, T263, T407, T410–T411, T414–T415, T418–T419 |
| KL1d Use collective nouns (e.g., group). | For supporting content please see: Unit 1: Singular and Plural Nouns, T263, T407, T410–T411, T414–T415, T418–T419 Unit 2: Singular and Plural Nouns, T306–T307 |
| KL1e Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). | Unit 1: Plural Nouns, T150, T354–T355, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390– T391, T394–T395, T263, T402–T403 Unit 2: Plural Nouns, T306–T307, T376–T377 Digital Resources: <i>Resource Download Center</i> > Language and Conventions; <i>Language Awareness Handbook</i> |
| KL1f Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). | Unit 2: Singular and Plural Nouns, T306–T307 |
| KL1g Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). | Unit 1: Plural Nouns, T150, T359, T362–T363, T366–T367, T370– T371, T378–T379, T383, T386–T387, T390–T391, T394– T395, T402–T403 Singular Nouns, T93, T306–T307, T311, T314–T315, T318–T319, T322–T323, T330–T331, T335, T338–T339, T342–T343, T346–T347, T354–T355 Singular and Plural Nouns, T263, T407, T410–T411, T414–T415, T418–T419 Unit 2: Singular and Plural Nouns, T306–T307 |
| KL1h Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). | Unit 4: Kinds of Sentences, T325, T339, T343, T347 Question Words: Who, What, When How, Where, Why, T383–T384, T387, T391, T395, T403, T407, T411, T412, T415, T419 Unit 5: Question Words, T296 Minilesson: Explore Compose Questions, T313, T318, T322 Digital Resources: <i>Resource Download Center</i> > Language and Conventions; <i>Language Awareness Handbook</i> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| <p>KL1i Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> | <p>Unit 2: Edit for Prepositions, TT400–T401</p> <p>Unit 3: Language and Conventions: Prepositions, T214, T271, T391, T394–T395, T398–T399, T402–T403, T410–T411, T415, T418–T419, T422–T423, T426–T427</p> <p>Unit 4: Prepositional Phrases, T307</p> <p>Digital Resources: <i>Resource Download Center</i>> High-Frequency Words Practice</p> |
| <p>KL1j Produce and expand complete sentences in shared language activities.</p> | <p>Unit 3: Complete Sentences, T388–T389, T392–T393</p> <p>Unit 4: Complete Sentences, T311, T315, T319, T323, T331</p> <p>Unit 5: Complete Sentences, T142, T345, T349, T353, T357 Expand Sentences, T251, T369, T373, T377, T381, T389, T393, T397, T401, T405</p> <p>Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |
| <p>KL1k Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).</p> | <p>Unit 3: Objective Pronouns, T103, T343, T346–T347, T350–T351, T354–T355, T362–T363 Subjective Pronouns, T40, T319, T322–T323, T326–T327, T330–T331, T338–T339 Possessive Pronouns, T158, T367, T370–T371, T374–T375, T378–T379, T386–T387</p> <p>Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |
| <p>KL1l Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> | <p>Unit 2: Future-Tense Verbs, T407, T410–T411, T414–T415, T418–T419; Past Tense Verbs, T383, T386–T387, T390–T391, T394–T395, T402–T403 Resent Tense Verbs, T359, T362–T363, T366–T367, T370–T371, T378–T379</p> <p>Unit 3: Future-Tense Verbs, T314–T315</p> <p>Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| KL1m Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. | <p>Unit 2: Adjectives, T36, T388–T389, T392 Adjectives and Articles, T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347</p> <p>Unit 3: Adjectives and Articles, T396–T397, T400</p> <p>Unit 5: Adjectives, T389</p> |
| KL1n Use frequently occurring conjunctions (e.g., and, but, or, so, because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). | <p>For supporting content please see:</p> <p>Unit 2: Series of Steps, T104</p> <p>Unit 3: Describe Plot, T281</p> |
| KL1o Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). | <p>Unit 3: Complete Sentence, T388–T389, T392–T393</p> <p>Unit 4: Complete Sentence, T311, T315, T319, T323 Kinds of Sentences, T93, T335, T349, T343, T347</p> <p>Unit 5: Complete Sentence, T142, T345, T349, T353, T357</p> |
| KL2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | |
| While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. | |
| KL2a Attempt to write symbols or letters to represent words. | <p>This objective is covered throughout the Kindergarten program. For examples see:</p> <p>Unit 1: Handwriting (upper- and lower-case letters), T250–T251, T274–T275</p> <p>Unit 2: Handwriting (upper- and lower-case letters), T26–T27, T50–T51, T82–T83, T138–T139, T162–T163, T194–T195, T218–T219, T274–T275</p> <p>Unit 3: Handwriting (upper- and lower-case letters), T26–T27, T52–T53, T84–T85, T114–T115, T146–T147, T202–T203, T226–T227, T258–T259, T282–T283</p> <p>Unit 4: Handwriting (upper- and lower-case letters), T26–T27, T82–T83, T106–T107, T138–T139, T162–T163, T184–T195, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Handwriting Models & Practices >Phonics; <i>Foundational Skills Kit</i>>Alphabet Cards</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KL2b Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).</p> | <p>Unit 4: Spelling, T306, T310, T314, T318, T322, T330, T334, T338, T342, T346, T354, T358, T362, T366, T370, T378, T382, T386, T390, T394, T402, T404–T405, T406, T410, T414, T418, T428–T429</p> <p>Unit 5: Spelling, T292, T296, T300, T304, T308, T316, T320, T324, T328, T332, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T386–T387, T388, T392, T396, T400, T404, T414–T415</p> <p>Digital Resources: <i>Resource Download Center>Phonics >Spelling</i></p> |
| <p>KL2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> | <p>Unit 1: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T45, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441</p> <p>Unit 2: Consonants, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441</p> <p>Unit 3: Consonants, T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185 Short Vowels, T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449</p> <p>Unit 4: Consonants, T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437 Short Vowels, T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|---|
| <p>(Continued) KL2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> | <p>(Continued) Unit 5: Consonants, T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208– T209, T232–T233, T246–T247, T261–T262 Short Vowels, T32–T33, T46– T47, T136–T137, T150–T151 Digital Resources: <i>Foundational Skills Kit</i>>Alphabet Cards; <i>Resource Download Center</i>>Handwriting Practice</p> |
| <p>KL2d Consult reference materials as needed to check and correct spellings.</p> | <p>Students are encouraged to create a picture dictionary/glossary in the following: Unit 1: Internalize New Vocabulary, T203 Picture Dictionary, T472–T473 Unit 2: Picture Dictionary, T472–T473 Unit 3: Preteach Vocabulary, T99 Picture Dictionary, T480–T481 Unit 4: Picture Dictionary, T474–T475 Unit 5: Preteach Vocabulary, T99 Picture Dictionary, T456–T457 Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |
| <p>KL2e Recognize and name end punctuation. → Use end punctuation for sentences.</p> | <p>Unit 3: Edit for Punctuation Marks, T407, T408 Unit 4: Kinds of Sentences, T325, T339, T343, T347 End Punctuation, T359, T360, T363, T367, T371, T379, T383, T387, T391, T395, T419 Edit for End Punctuation Marks, T376–T377 Unit 5: End Punctuation, T321, T322, T325, T329, T333, T341 Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|---|--|
| <p>KL2f Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.</p> | <p>Unit 2: Edit for Capitalization, T380, T384, T399, T404–T405 Unit 3: Minilesson: Edit for Capitalization, T407, T412 Student Interactive: Publish and Celebrate, T420 Unit 4: Edit for Capitalization, T400 Unit 5: Capitalization, Beginning of Sentences and The Word I, T297, T301, T305, T309, T317</p> <p>Digital Resources: <i>Resource Download Center</i>> Language and Conventions; <i>Language Awareness Handbook</i></p> |
| <p>KL2g Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</p> | <p>For supporting content please see: Unit 5: Decodable Story, T422</p> |
| <p>KL2h Use an apostrophe to form contractions and frequently occurring possessives.</p> | <p>For supporting content please see: Unit 4: Explore Edit for Subjective and Possessive Pronouns, T388</p> |
| <p>Knowledge of Language</p> | |
| <p>Vocabulary Acquisition and Use</p> | |
| <p>KL4 Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.</p> | |
| <p>KL4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> | <p>Unit 3: Decodable Story (word-bat), T176–T177</p> <p>Also see: Unit 1: Academic Vocabulary, Context Clues, T138–T139 Unit 2: Academic Vocabulary, Context Clues, T138–T139</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KL4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> | <p>Unit 1: Plural Nouns, T150, T359, T362–T363, T366–T367, T370– T371, T378–T379, T383, T386–T387, T390–T391, T394– T395, T402–T403 Word Parts, T194–T195</p> <p>Unit 2: Word Parts, T194–T195</p> <p>Unit 3: Word Parts, T202–T203</p> <p>Unit 4: Word Parts, T194–T195</p> <p>Unit 5: Word Parts, T182–T183</p> <p>Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |
| <p>KL5 Explore and discuss word relationships and word meanings.</p> | |
| <p>KL5a Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> | <p>Unit 1: Lesson 1: Nouns, T74 Concept Sort, T310, T334, T358, T382, T406 Categories, T334, T358</p> <p>Unit 2: Rhyming Sort, T310, T334, T358, T406, T382, T406</p> <p>Unit 3: Letter Sort, T318, T342, T366</p> <p>Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |
| <p>KL5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <p>Unit 1: Antonyms, T94, T82–T83</p> <p>Unit 2: Antonyms, T95, T82–T83</p> <p>Unit 3: Antonyms, T84–T85, T101</p> <p>Unit 5: Antonyms, T91, T78–T79</p> <p>Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KL5c Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).</p> | <p>Unit 1: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 2: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258 Develop Vocabulary, T40–T41 Read Like a Writer, Write for a Readers, T106–T107</p> <p>Unit 3: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T92, T98, T154, T210, T266</p> <p>Unit 4: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T90, T146, T202, T258</p> <p>Unit 5: Academic Vocabulary, T12–T13 Preview Vocabulary, T34, T86, T138, T190, T196, T248</p> |
| <p>KL5d Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.</p> | <p>Unit 1: Synonyms, T82–T83</p> <p>Unit 4: Synonyms, T95, T82–T83</p> <p>Unit 5: Synonyms, T78–T79</p> <p>Digital Resources: <i>Professional Development Center</i>> Vocabulary</p> |

**A Correlation of myView Literacy, Kindergarten, ©2020 to the
New York State Next Generation English Language Arts Learning Standards 2017**

| New York State Next Generation English Language Arts Learning Standards 2017 | myView Literacy ©2020 Kindergarten |
|--|---|
| <p>KL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>Unit 1: Academic Vocabulary: Oral Language, T12, T250–T251, T261 Academic Vocabulary: Context Clues, T138–T139 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 2: Academic Vocabulary: Oral Language, T12, T250–T251 Academic Vocabulary: Context Clues, T151, T138–T139 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 3: Academic Vocabulary: Oral Language, T12, T258–T259, T269 Academic Vocabulary, T146–T147 Develop Vocabulary, T42–T43, T104–T105, T160–T161, T216–T217, T272–T273</p> <p>Unit 4: Academic Vocabulary: Oral Language, T12, T250–T251, T262 Context Clues, T138–T139, T149 Develop Vocabulary, T40–T41, T96–T97, T152–T153, T208–T209, T264–T265</p> <p>Unit 5: Academic Vocabulary: Oral Language, T12, T240–T241 Academic Vocabulary: Context Clues, T130–T131 Develop Vocabulary, T40–T41, T92–T93, T144–T145, T202–T203, T254–T255</p> <p>Digital Resources: <i>Foundation Skills Kit; Professional Development Center</i>>Vocabulary</p> |