

A Correlation of



Kindergarten, ©2020

To the
New York State
Next Generation English Language Arts
Learning Standards
Kindergarten

SAVVAS

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

Introduction

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

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

Table of Contents

Kindergarten Reading Standards (Literary and Informational Text) Key Ideas and Details.....	4
Writing Standards Text Types and Purposes.....	22
Speaking and Listening: Comprehension and Collaboration.....	26
Knowledge of Language.....	31

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
Kindergarten English Language Arts Learning Standards	
Kindergarten Reading Standards (Literary and Informational Text) Key Ideas and Details	
KR1: Develop and answer questions about a text. (RI&RL)	This standard is met throughout the program. Please see representative pages: Unit 1: Spotlight on Genre: Realistic Fiction Minilesson, T36-T37 Teacher-Led Options, Strategy Group: Identify Realistic Fiction/Teaching Point, T40, Create New Understandings, T272 Teacher-Led Options, Whole Group, T273 Guided Reading Instruction Prompts: Ask and Answer Questions, T109 Close Read: Ask and Answer Questions, T117 Ask and Answer Questions Minilesson, T128-T129 Respond and Analyze: Develop Vocabulary/Focus on Strategies Minilesson, T188. T328 Listening Comprehension, THINK ALOUD: Analyze Realistic Fiction, T244, Read Aloud, T244, Wrap-Up, T245 Explore Ask and Answer Questions, T291 Apply Ask and Answer Questions, T292 Unit 2: Guided Reading Instruction Prompts: Ask and Answer Questions, T109 Introduce the Text: Read/First Read Strategies, T114, T116 Close Read: Ask and Answer Questions, T117 Ask and Answer Questions, T128-T129 Possible Teaching Point: Read Like a Writer/Ask and Answer Questions, T255 Unit 3: Guided Reading Instruction Prompts: Ask and Answer Questions, T187 Introduce the Text: Read/First Read Strategies, T190, T260 Close Read: Ask and Answer Questions, T193, T195 Ask and Answer Questions, T206-T207 Teacher-Led Options, Strategy Group: Ask and Answer Questions/Teaching Point, T210 (Continued) Unit 4: Respond and Analyze: My View, T48, T258
(Continued)	

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Guided Reading Instruction Prompt: Ask and Answer Questions, T319 Close Read: Ask and Answer Questions, T327</p> <p>Unit 5: Introduce the Text: Read/First Read Strategies, T40 Explore Compose Questions, T143 Apply Compose Questions, T144 Explore Compose Answers, T145 Guided Reading Instruction Prompt: Ask and Answer Questions, T235 Close Read: Ask and Answer Questions, T241, T247 Ask and Answer Questions, T260-T261 Teacher-Led Options, Leveled Readers: Ask and Answer Questions, T262, T263 Teacher-Led Options, Conferring: Ask and Answer Questions, T263 First Read: Ask, T312</p>
<p>KR2: Retell stories or share key details from a text. (RI&RL)</p> <p>(Continued)</p>	<p>Unit 1: Respond and Analyze: My View, T118 Teacher-Led Options, Strategy Group: ELL Targeted Support, T124, FIND MAIN IDEA, T196 Reflect and Share: ELL Targeted Support/Retell a Story, T134 Reflect and Share: Ell Targeted Support/Retelling Texts, 344 Close Read: Find Main Idea/Use Text Evidence, T185 Find Main Idea Minilesson T194-T195</p> <p>Unit 2: Guided Reading Instruction Prompt: Find the Main Idea and Supporting Details, T38 Main Idea and Supporting Evidence, T54-T55 Teacher-Led Options, Strategy Group: Main Idea and Supporting Evidence/Teaching Point, T56 Teacher-Led Options, Conferring: Main Idea and Supporting Evidence, T57</p> <p>(Continued) Teacher-Led Options, Leveled Readers: Main Idea and Supporting Evidence, T57 Explore Details, T153</p> <p>Unit 3: Respond and Analyze: My View, T126</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Reflect and Share: Talk About It, T142-T143, T352-353</p> <p>Unit 4: Respond and Analyze: My View, T118 Reflect and Share: ELL Targeted Support, T134, Talk About It, T344-T345</p> <p>Unit 5: Respond and Analyze: My View, T112, T250 Teacher-Led Options, Strategy Group: Compare Texts, T266, T332 Teacher-Led Options, Intervention Activity: Compare Texts, T266, T332 Teacher-Led Options, Conferring: Compare Texts, T267, T333 Teacher-Led Options, Leveled Readers: Compare Texts, T267, T333 Teacher-Led Options: Whole Group, T267, T333 Reflect and Share: Talk About It Minilesson, T330</p>
<p>KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)</p> <p>(Continued)</p>	<p>Unit 1: Guided Reading Instruction Prompts: Identify and Describe Characters, T38, Describe Setting, T248 Close Read: Describe Connections, T45, Describe Characters, T47, Describe Setting/Create New Understandings, T255 Identify and Describe Characters, T54-T55 Teacher-Led Options, Strategy Group: Identify and Describe Characters, T56, Describe Setting, T266 Teacher-Led Options, Conferring: Identify and Describe Characters, T57, Describe Setting, T267 Teacher-Led Options, Leveled Readers: Identify and Describe Characters, T57, Describe Setting, T267 Listening Comprehension: Wrap-Up, T105 (Continued) Realistic Fiction, T106-T107, T246-T247 Reflect and Share: Write to Sources Minilesson, T204 First Read: Look, T254</p> <p>Unit 2: Guided Reading Instruction Prompts: Identify and Describe Characters, T178 Respond and Analyze: My View, T188 Identify and Describe Characters, T194-T195 Teacher-Led Options, Strategy Group: Identify and</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>Describe Characters, T196 Teacher-Led Options, Intervention Activity: Identify and Describe Characters, T196 Teacher-Led Options, Conferring: Identify and Describe Characters, T197 Teacher-Led Options, Leveled Readers: Identify and Describe Characters, T197 Teacher-Led Options: Whole Group, T267</p> <p>Unit 3: Teacher-Led Options, Strategy Group: Identify Fairy Tales, T112 Teacher-Led Options, Conferring: Identify Fairy Tales, T113 First Read: Read, T118 Setting: Minilesson, T158 Explore Characters: Minilesson, T159 Listening Comprehension: Think Aloud/Analyze Fiction, T252</p> <p>Unit 4: Guided Reading Instruction Prompts: Describe Setting, T178 Describe Setting, T194-T195 Teacher-Led Options, Strategy Group: Describe Setting, T196, Identify Fiction, T320 Teacher-Led Options, Conferring: Describe Setting, T197, Identify Fiction, T321 Teacher-Led Options, Leveled Readers: Describe Setting, T197, : Identify Fiction, T321 Teacher-Led Options: Whole Group, T197, T321 Fiction: Language of the Genre, T316</p> <p>(Continued)</p> <p>Unit 5: Close Read: Discuss Characters in Drama/Create New Understandings, T313 Discuss Characters in Drama, T322-T323</p>
Craft and Structure	
KR4: Identify specific words that express feelings and senses. (RI&RL)	<p>Unit 1: Read Like a Writer, Write for a Reader: Author’s Craft, T282</p> <p>Unit 2: Read Like a Writer, Write for a Reader: Writer’s</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Craft, T282</p> <p>Unit 3: Read Like a Writer, Write for a Reader: Author’s Craft, T150</p> <p>Unit 4: Read Like a Writer, Write for a Reader: Supporting Information, T282</p> <p>Unit 5: Read Like a Writer, Write for a Reader: Author’s Craft, T134</p>
<p>KR5: Identify literary and informational texts. (RI&RL)</p> <p>(Continued)</p>	<p>Unit 1: Introduction to Writing Workshop: Genre Immersion Lesson, T80 Spotlight on Genre: Realistic Fiction Minilesson, T106-T107, , Language of the Genre, T106 Types of Books: Minilesson, T220</p> <p>Unit 2: Fiction, T176-T177, Language of the Genre, T176</p> <p>Unit 3: Spotlight on Genre: Folktale, T36-T37, Myths, T324-T325 Teacher-Led Options, Conferring: Identify Folktale, T41, Identify Fiction, T259 Teacher-Led Options, Whole Group, T41 Genre Immersion Lesson: Mentor STACK, T82 Share Back, T83 Fiction: Characters and Setting/Genre Immersion Lesson, T83 Guided Reading instruction Prompts: Identify Fiction, T256 (Continued) Teacher-Led Options, Leveled Readers: Identify Fiction, T259</p> <p>Unit 4: Listening Comprehension: Think Aloud/ Analyze Narrative Nonfiction, T104, Think Aloud/Analyze Fiction, T174, T314 Spotlight on Genre: Narrative Nonfiction, T106-T107 Guided Reading instruction Prompts: Identify Narrative Nonfiction, T108, Identify Fiction, T178, T318 Teacher-Led Options, Strategy Group: Identify Narrative Nonfiction, T110, Identify Fiction, T180,</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>T320 Teacher-Led Options, Conferring: Identify Narrative Nonfiction, T111. Identify Fiction, T181, T321 Narrative Nonfiction, T111 Teacher-Led Options, Leveled Readers: Identify Fiction, T181, T321 Fiction, T176-T177, T316-T317</p> <p>Unit 5: Question and Answer Books: Genre Immersion Lesson, T76, Questions/Genre Immersion Lesson, T77 Interact with Sources: Explore the Poems, T152 Poetry, T166-T167 Teacher-Led Options, Strategy Group: Identify Poetry, T170, Identify Drama, T308 Teacher-Led Options, Conferring: Identify Poetry, T171, Identify Drama, T309 Drama: Minilesson, T304 Guided Reading instruction Prompts: Identify Drama, T306 Teacher-Led Options, Leveled Readers: Identify Drama, T309 Discuss Characters in Drama, T322-T323</p>
<p>KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)</p>	<p>Unit 1: Introduction to Writing Workshop, T80 Apply What Good Writers Do: Genre Immersion Lesson, T82 ELL Minilesson Support, T149 Parts of a Book Minilesson, T150 (Continued) Explore Parts of a Book Minilesson, T151 Explore Meet the Author, T153 Apply Meet the Author Minilesson, T154 Edit for Parts of a Book Minilesson, T360 (Continued)</p> <p>Unit 4: Introduce the Text: Print Awareness, T112</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
Integration of Knowledge and Ideas	
<p>KR7: Describe the relationship between illustrations and the text. (RI&RL)</p> <p>(Continued)</p>	<p>Unit 1: Respond and Analyze: Develop Vocabulary Minilessons, T188, T328</p> <p>Unit 2: Graphics, T220 Spotlight on Genre: Informational Text, T246-T247 Guided Reading Instruction Prompts: Find Text Features, T248 Teacher-Led Options, Strategy Group: Identify Informational Text, T250, Find Text Features, T266 Close Read: Find Text Features, T255, T257 Find Text Features, T264-265 Teacher-Led Options, Conferring: Find Text Features, T267 Teacher-Led Options, Leveled Readers: Find Text Features, T267 Respond and Analyze: My View, T328</p> <p>Unit 4: Guided Reading Instruction Prompts: Find Text Features, T248 Close Read: Find Text Features, T257 Respond and Analyze, T258-T259 Teacher-Led Options, Strategy Group: Develop Vocabulary, T262 Find Text Features, T264-T265</p> <p>(Continued)</p> <p>Unit 5: Guided Reading Instruction Prompts: Connect Text and Illustrations, T36 Close Read: Connect Text and Illustrations, T43 First Read: Look, T44 Connect Text and Illustrations, T52-T53 Teacher-Led Options, Strategy Group: Connect Text and Illustrations, T54 Teacher-Led Options, Conferring: Connect Text and Illustrations, T55 Teacher-Led Options, Leveled Readers: Connect Text and Illustrations, T55 Read Like a Writer, Write for a Reader: Graphic Features, T68, Graphic Features, Assess Understanding, T69 Explore Graphics, T211</p>

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

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards</p>	<p style="text-align: center;">myView Literacy Kindergarten, ©2020</p>
<p>KR8: Identify specific information to support ideas in a text. (RI&RL)</p>	<p>Unit 1: Explore and Plan: Introduce Persuasive Writing, T388-T389</p> <p>Unit 2: Persuasive Text, T316-T317 Possible Teaching Point: Read Like a Writer/ Supporting Points in a Text, T325 Close Read: Find Important Details, T327 Respond and Analyze: My View, T328 Find Text Structure, T334-T335 Teacher-Led Options, Strategy Group: Find Text Structure, T336, Find Important Details, T342 Teacher-Led Options, Conferring: Find Text Structure, T337, Find Important Details, T343 Teacher-Led Options, Leveled Readers: Find Text Structure, T337, Find Important Details, T343 Find Important Details, T338-T339</p> <p>Unit 3: Explore and Plan: Explore Persuasive Writing, T396</p>
<p>KR9: Make connections between self, text, and the world. (RI/RL)</p>	<p>Unit 1: Respond and Analyze: My View, T48, T118, T188, T258, T328</p> <p>Unit 2: Respond and Analyze: My View, T48, T118, T188, T258, T328</p> <p>Unit 3: Respond and Analyze: My View, T50, T126, T196, T266, T336</p> <p>Unit 4: Respond and Analyze: My View, T48, T118, T258, T328</p> <p>Unit 5: Respond and Analyze: My View, T46, T112, T178, T250, T316</p>
<p>Print Concepts</p>	
<p>KRF1: Demonstrate understanding of the organization and basic features of print.</p>	
<p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p>	<p>Unit 1: Decodable Story: Read <i>The Map/ELL Access</i>, T170-T171</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Unit 3: Fiction: Genre Immersion Lesson, T82 Introduce the Text: Print Awareness, T190</p> <p>Unit 5: Introduce the Text: Print Awareness, T40</p>
<p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Unit 1: Introduce the Text: Print Awareness, T322 Handwriting: Letters <i>Li</i>, T348</p> <p>Unit 4: Introduce the Text: Print Awareness, T182 Handwriting: Write Words, T348</p>
<p>KRF1c: Understand that words are separated by spaces in print.</p>	<p>Unit 1: Exploring Spaces Between Words, T221 Apply Spaces Between Words, T222</p> <p>Unit 2: Explore Words and Sentences, T221</p> <p>Unit 3: Introduce the Text: Print Awareness, T330</p> <p>Unit 4: Introduce the Text: Print Awareness, T42 Handwriting: Write Words, T72</p> <p>Unit 5: Handwriting: Write Simple Sentences, T272, T334, T338</p>
<p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Unit 1: Word Work Phonics: Introduce <i>Mm</i>, T22-T23, Introduce <i>Tt</i>, T26, Review <i>Mm</i> and <i>Tt</i>, T32-T33, Introduce <i>Aa</i>, T92-93, Review Short <i>a</i> and <i>Ss</i>, T102-T103, Review <i>Cc</i> and <i>Pp</i>, T172-T173, Introduce <i>Nn</i>, T236, Introduce <i>Bb</i>, T302-303, Spiral Review: Consonants <i>Bb/b</i> and <i>Rr/r</i>, T384, Phonics Review Consonants <i>Bb</i> and <i>Rr</i>, T384-T385</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>Handwriting: Letters <i>li</i>, T352 Teacher-Led Options, Word Work Strategy Group: ELL Targeted Support, T380</p> <p>Unit 2: Word Work Phonics: Introduce <i>Dd</i>, T22, Introduce <i>Kk</i>, T26, Introduce <i>Oo</i>, T92, Introduce <i>Ff</i>, T96, Review Short <i>Oo</i> and <i>Ff</i>, T102, Introduce <i>Hh</i>, T162, Introduce <i>Ll</i>, T166, Introduce <i>Gg</i>, T232, Introduce <i>Ee</i>, T302, Introduce <i>Ww</i> and <i>Yy</i>, T306</p> <p>Unit 3: Word Work Phonics: Introduce <i>Jj</i>, T22, Introduce <i>Xx</i>, T26, Read and Write Words with <i>Xx</i>, T28-T29, Introduce <i>Uu</i>, T94, Introduce <i>Vv</i>, T98, Introduce <i>Zz</i>, T170 Letter Sort, T72-T73</p> <p>Unit 4: Word Work Phonics: Review Words for <i>Pp</i> and <i>Yy</i>, T232, Review Words for <i>Dd</i>, <i>Ff</i>, and <i>Vv</i>, T302, Reinforce Words for Short and Long <i>u</i>, <i>Hh</i>, and <i>Xx</i>, T380</p> <p>(Continued)</p> <p>Unit 5: Word Work Phonics: Review Words for <i>Cc</i>, <i>Tt</i>, T22, Review Words for <i>Bb</i>, <i>Jj</i>, T88, Review Words for <i>Kk</i>, <i>Ss</i>, T220, Review Words for <i>Ll</i>, <i>Nn</i>, T292-T293 Teacher-Led Options, Word Work Strategy Group: Words for <i>Ww</i> and <i>Mm</i> Alphabet Cards, T252 Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T253</p>
KRF1e: Identify the front cover, back cover, and title page of a book.	<p>Unit 1: Going Places: Independent Reading, T13 Introduction to Writing Workshop: Genre Immersion Lesson, T80 ELL Targeted Support: Parts of a Book, T149 Parts of a Book: Minilesson, T150 Explore Meet the Author: Minilesson, T153 Guided Reading Instruction Prompts: Find Main Idea, T178 Introduce the Text: Print Awareness, T182 Edit for Parts of a Book, T360</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Explore Incorporating Peer Feedback: Independent Writing, T361 Assessment: Minilessson, T364</p> <p>Unit 2: Living Together: Independent Reading, T13 List Books: Main Idea & Details/Genre Immersion Lesson, T81 Compose a Title: Minilessson, T150 Find Text Features, T264-T265</p> <p>Unit 4: Explore and Plan: Informational Writing, T390</p> <p>Unit 5: Introduce the Text: Print Awareness, T40 What You Know About Your Topic: Minilessson, T142 Teacher-Led Options, Strategy Group: Compare and Contrast Texts, T258 Teacher-Led Options, Conferring: Compare and Contrast Texts, T259 Conduct Research: 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 2: Rhyming Sort: Minilessson, T70 Word Work Phonological Awareness: Identify and Produce Rhyming Words, T242, T376, Review Rhyme, T384 Produce Rhyming Words, T370</p> <p>Unit 3: Word Work Phonological Awareness: Identify and Produce Rhyming Words, T104, T250 Teacher-Led Options, Strategy Group: Discuss Rhyme and Rhythm, T204 Teacher-Led Options, Conferring: Discuss Rhyme and Rhythm, T205 Teacher-Led Options: Whole Group, T205</p> <p>Unit 4: Word Work Phonological Awareness: Identify and Produce Rhyming Words, T242, T306</p> <p>Unit 5: Close Read: Discuss Rhyme and Rhythm/Visualize Details, T177 Discuss Rhyme and Rhythm: Minilessson, T184 Teacher-Led Options, Strategy Group: Discuss</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	Rhyme and Rhythm, T186 Teacher-Led Options, Conferring: Discuss Rhyme and Rhythm, T187
KRF2b: Blend and segment syllables in spoken words.	<p>Unit 3: Word Work Phonological Awareness: Syllables, T22, T98</p> <p>Unit 4: Word Work Phonological Awareness: Identify and Count Syllables, T102, T172</p> <p>Unit 5: Word Work Phonological Awareness: Segment and Blend Syllables, T22, T154, T292, T356, T368, Identify and Count Syllables, T88, Manipulate Syllables, T92</p>
KRF2c: Blend and segment onsets and rimes of spoken words.	<p>Unit 1: Word Work Phonological Awareness: Blend and Segment Onset and Rime, T102, T162, T166, T172 Word Work Phonics: Read and Write Words with Pp, Minilesson T164-T165</p> <p>Unit 2: Word Work Phonological Awareness: Segment and Blend Onset and Rime, T232</p> <p>Unit 4: Word Work Phonological Awareness: Segment and Blend Phonemes, T26</p> <p>Unit 5: Word Work Phonological Awareness: Segment and Blend Phonemes, T224</p>
KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words	<p>Unit 1: Word Work Phonological Awareness: Blend and Segment Onset and Rime, T102, T162, T166, T172 Word Work Phonics: Read and Write Words with Pp, Minilesson T164-T165</p> <p>Unit 2: Word Work Phonological Awareness: Segment and Blend Onset and Rime, T232</p> <p>Unit 4: Word Work Phonological Awareness: Segment</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>and Blend Phonemes, T26</p> <p>Unit 5: Word Work Phonological Awareness: Segment and Blend Phonemes, T224</p>
<p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p>Unit 1: Teacher-Led Options, Intervention Activity: Short a, T120, Short i, T260 Teacher-Led Options, Independent/Collaborative: Word Work Activity/Build Words with Letter Tiles, T191, T261, T271 Word Work Phonics: Review Consonants Rr and Bb Apply, T312</p> <p>Unit 2: Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T51, T201, T331 Teacher-Led Options, Intervention Activity: Short o, T120, Short e, T380 Teacher-Led Options, Word Work Strategy Group: Sound /h/ Spelled Hh, T190</p> <p>Unit 3: Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T129, T139, T199, T209 Teacher-Led Options, Intervention Activity: Short a, T268, Intervention Activity: Short i, T338</p> <p>Unit 4: Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T61 Teacher-Led Options, Intervention Activity: Long e and u, T130, T200, Short e, T190, Short i, T260, Short u, T376 Word Work Phonological Awareness: Add Phonemes, T302</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Unit 5: Word Work Phonological Awareness: Add Phonemes, T96, T364, Substitute Phonemes, T300 Phonological Awareness: Substitute Phonemes, T220 Word Work Phonics: Reinforce Words for <i>Kk</i>, <i>Ss</i>, <i>Ww</i>, <i>Mm</i>, T224 Word Work: Apply/Turn, Talk, and Share, T356</p>
Phonics and Word Recognition	
KRF3: Know and apply 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: Word Work Phonics: Introduce <i>Vv</i>, T98, Introduce <i>Zz</i>, T170, Review <i>Zz</i> and <i>Qq</i>, T180, Introduce <i>Bb</i>, T302-T303, Read and Write Words with <i>Bb</i>, T304-T305, Reinforce Words for Short <i>e</i>, <i>Dd</i>, <i>Ff</i>, and <i>Vv</i>, T306, Read and Write Words with <i>Rr</i>, T308-T309, Review Consonants <i>Rr</i> and <i>Bb</i>, T312-T313, Spiral Review Consonants <i>Bb/b/</i> and <i>Rr/r/</i> Minilesson, T384 Teacher-Led Options, Word Work Strategy Group: Consonant <i>Bb</i>, T330, Consonant <i>Rr</i>, T340 Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T331, T341</p> <p>Unit 2: Word Work Phonics: Introduce <i>Ff</i>, T96, Read and Write Words with <i>Ff</i>, T98-T99, Introduce <i>Hh</i>, T162-T163, Read and Write Words with <i>Hh</i>, T164-T165, Introduce <i>Ll</i>, T166, Read and Write Words with <i>Gg</i>, T234-T235, Spiral Review: Consonants <i>Ww /w/</i> and <i>Yy /y/</i>, T384-T385 Word Work Phonological Awareness: Initial and Final <i>/f/</i>, T102 Teacher-Led Options, Word Work Strategy Group: Sound <i>/f/</i> Spelled <i>Ff</i>, T130, Sound <i>/w/</i> Spelled <i>Ww</i> and Sound <i>/y/</i> Spelled <i>Yy</i> Alphabet Cards, T340 Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T131, T341</p> <p>Unit 3: Word Work Phonics: Introduce <i>Jj</i>, T22</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>Teacher-Led Options, Word Work Strategy Group: Consonant Xx, T62</p> <p>Unit 4: Word Work Phonics: Review Words for <i>Pp</i> and <i>Yy</i>, T232, Review Words for <i>Hh</i> and <i>Xx</i>, T370, Reinforce Words for Short and Long <i>u</i>, <i>Hh</i>, and <i>Xx</i>, T380</p> <p>(Continued)</p> <p>Unit 5: Word Work Phonics: Review Words for <i>Ww</i>, <i>Mm</i>, T222-T223. Review Words for <i>Ll</i>, <i>Nn</i>, T292-T293, Review Words for <i>Rr</i>, <i>Zz</i>, T294-T295 Teacher-Led Options, Word Work Strategy Group: Words for <i>Ww</i> and <i>Mm</i>, T252, : Words for <i>Rr</i> and <i>Zz</i> Alphabet Cards, T318 Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T253, T319</p>
KRF3b: Decode short vowel sounds with common spellings.	<p>Unit 1: Teacher-Led Options, Word Work Strategy Group: Short <i>a</i> Spelled <i>Aa</i>/Alphabet Card, T120, Short <i>i</i> Spelled <i>Ii</i>/Alphabet Card, T260 Word Work Phonics: Review Short <i>i</i> and <i>Nn</i>, T242-T243, Review /<i>a</i>/ Spelled <i>Aa</i>, T370-T371, Review /<i>i</i>/ Spelled <i>Ii</i>, T376</p> <p>Unit 2: Word Work Phonics: Introduce <i>Oo</i>, T92-T93, Introduce <i>Ee</i>, T302-T303, Review /<i>o</i>/ Spelled <i>Oo</i>, T370-T371, Review /<i>e</i>/ Spelled <i>Ee</i>, T376 Teacher-Led Options, Word Work Strategy Group: Short <i>o</i> Spelled <i>Oo</i>, T120, Short <i>e</i> Spelled <i>Ee</i>, T330 Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T121, T331 Word Work Phonological Awareness: Medial /<i>e</i>/, T302 (Continued)</p> <p>Unit 3: Word Work Phonics: Read and Write Words with <i>Uu</i>, T96, Introduce Short <i>a</i> and Long <i>a</i>, T240-T241, T250, Introduce Short <i>i</i> and Long <i>i</i>, T310-T311, Review Short <i>l</i> and Long <i>l</i>, T320, Review /<i>u</i>/</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>Spelled <i>Uu</i>, T378-T379, Review Short and Long <i>a</i>, T384, Spiral Review: Short <i>u</i> Spelled <i>u</i>, T392-T393 (Continued)</p> <p>Teacher-Led Options, Word Work Strategy Group: Short <i>u</i>, T128</p> <p>Teacher-Led Options, Word Work Activity: Build Words with Letter Tiles, T129</p> <p>(Continued)</p> <p>Unit 4:</p> <p>Word Work Phonics: Introduce Short <i>o</i> and Long <i>o</i>, T22-T23, Read and Write Words with Short <i>u</i> and Long <i>u</i>, T94-T95, T96, T98-T99, Read and Write Words with Short <i>e</i> and Long <i>e</i>, T164-T165, Review Words for Short <i>e</i>, T304-T305, Review Words for Short and Long <i>u</i>, T374-T375</p> <p>Unit 5:</p> <p>Word Work Phonics: Review Words for Short <i>o</i> and Long <i>o</i>, T24-T25, Review Words for Short <i>a</i> and Long <i>a</i>, T156-T157, Words I Can Read, T356, T360</p>
KRF3c: Decode some regularly spelled one-syllable words.	<p>Unit 1:</p> <p>Decodable Story: Read <i>I am</i>, T30-T31, Read <i>Sam Sat</i>, T100-T101, Read <i>The Map</i>, T170-T171, Read <i>In the Pit</i>, T240-T241, Read <i>Ric at Bat</i>, T310-T311, Read <i>We Like It!</i>, T382-T383</p> <p>Teacher-Led Options, Independent/Collaborative: Decodable Book, T61, T201, T261, T331, T341, T375, T381, Tam and Sam, T131, Nip, Tap, Pin, T271</p> <p>Unit 2:</p> <p>Decodable Story: Read <i>The Kid</i>, T30-T31, Read Bob on the Mat, T100-T101, Read The Ham, T170-T171, Read Pig and Frog, T240-T241, Read They Can Do It!, T310-T311</p> <p>Teacher-Led Options, Independent/Collaborative: Decodable Book, T61, For Tom and Ron, T131: A Lot of Cats, T131, Bats in a Trap, T271, The Best Nests, T341</p> <p>Unit 3:</p> <p>Decodable Story: Read <i>The Big Box</i>, T30-T31, Read The Man, T102-T103, Read Quin at Bat, T178-T179, Read The Bake Sale, T248-T249</p> <p>Teacher-Led Options, Independent/Collaborative:</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>Decodable Book: <i>They Are Lost</i>, T63, <i>We Like to Play</i>, T139, <i>Can You Help?</i>, T209, Lin, Sam, and Jake, T279</p> <p>(Continued)</p> <p>Unit 4: Decodable Story: Read <i>On the Run</i>, T30-T31, Read Jen and Pete, T170-T171, Read The Past and Now, T240-T241, Read We Have Fun, T310-T311 Teacher-Led Options, Independent/Collaborative: Decodable Book: <i>Bones</i>, T61, <i>Paint the Past</i>, T131, <i>Steve and Pete</i>, T201, <i>Now and the Past</i>, T271, <i>Ed and Eve</i>, T341</p> <p>Unit 5: Decodable Story: Read <i>Tif and Cole</i>, T28-T29, Read <i>They Get Big!</i>, T28-T29, Read <i>Who Am I?</i>, T160-T161, Read <i>Can We Be Out?</i>, T226-T227, <i>Out There</i>, T253, Read <i>Going Out</i>, T298-T299 Teacher-Led Options, Independent/Collaborative: Decodable Book: <i>Drips and Drops</i>, T49, <i>We Got Lost</i>, T115, <i>Who Had Fun?</i>, T181</p>
KRF3d: Read common high-frequency words by sight.	<p>Unit 1: Word Work: High-Frequency Words Minilesson, T27, T97, T237, T307, T377 Decodable Story: Read <i>Sam Sat</i>, T100-T101, Read <i>We Like It!</i>, T382-T383</p> <p>Unit 2: Word Work: High-Frequency Words Minilesson, T27, T307, T377 Foundational Skills Extension: High-Frequency Words, T45 Teacher-Led Options, Independent/Collaborative: Decodable Book, T51, <i>Bats in a Trap</i>, T331 Decodable Story: Read <i>Bob on the Mat</i>, T100-T101 Decodable Book, T375, T381</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	<p>(Continued)</p> <p>Unit 3: Word Work: High-Frequency Words Miniesson, T27 T99, T175, T245 Decodable Story: Read <i>The Big Box</i>, T30-T31, <i>Read Quin at Bat</i>, T178-T179, <i>Read The Bake Sale</i>, T248-T249 Teacher-Led Options, Independent/Collaborative: Decodable Book: <i>What Is It?</i>, T53, <i>We Like to Play!</i>, T139</p> <p>Unit 4: Word Work: High-Frequency Words Miniesson, T27, T97, T307 Decodable Story: Read <i>On the Run</i>, T30-T31, <i>Read A Look at the Past</i>, T100-T101, <i>Read Jen and Pete</i>, T170-T171, <i>Read The Past and Now</i>, T240-T241, <i>Read: We Have Fun</i>, T310-T311</p> <p>Unit 5: Word Work: High-Frequency Words Miniesson, T27, T225, T297 Decodable Story: Read <i>Tif and Cole</i>, T28-T29, <i>Read Can We Be Out?</i>, T226-T227</p>
<p>Fluency</p> <p>KRF4: Read emergent-reader texts with sufficient accuracy to support comprehension.</p>	<p>Unit 1: Decodable Story: Read <i>Sam Sat</i>, T100-T101 Introduce the Text: Read, T182, T322 Create New Understandings: Miniesson, T268</p> <p>Unit 2: Introduce the Text: Read, T42, T112 Decodable Books: Read <i>Bats in a Trap</i>, T331</p> <p>Unit 3: Tell Me a Story: Independent Reading/Establish a Purpose, T13 Decodable Story: Read <i>The Big Box</i>, T30-T31 Introduce the Text: Read, T114, T190, T330</p> <p>Unit 4: Then and Now: Independent Reading/Make Connections, T13</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	Decodable Story: Read <i>A Look at the Past</i> , T100-T101 Introduce the Text: Read, T182, T322 (Continued) Unit 5: Decodable Story: Read <i>Tif and Cole</i> , T28-T29 Introduce the Text: Read, T40, T106, T172, T238, T310
KW Writing Standards Text Types and Purposes	
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 topic.	Unit 1: Collaborate and Discuss: Tell Your Opinion, T394-395 Unit 3: Reflect and Share: Write to Sources, T352-T353 Explore and Plan: Explore Persuasive Writing, T396-T397 Conduct Research: Use a Library Database/Collaborate T400 Collaborate and Discuss: Revise and Edit, T402-T403 Unit 4: Respond and Analyze: My View, T328 Unit 5: Explore and Plan: Introduce Persuasive Poetry, T372-T373 Refine Research: Take Notes, T376-T377 Collaborate and Discuss: Tell and Show Your Opinion, T378-T379
KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	Unit 2: List Books: Simple Graphics, T82 Plan Your List Book, T84 Compose a Title: Minilesson, T150 Explore Main Idea: Minilesson, T151 Apply Main Idea: Minilesson, T152 Explore Details: Minilesson, T153 (Continued) Explore and Plan: Introduce Informational Writing, T388-T389 Conduct Research: Sources, T390-T391 ELL Targeted Support: Informational Writing, T393 Refine Research: Take Notes/Next Steps, T393

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
(Continued)	Collaborate and Discuss: Revise and Edit, T394-T395 (Continued) Unit 4: Explore and Plan: Informational Writing, T390-T391 Conduct Research: Conduct an Interview, T392-T393 Collaborate and Discuss: Revise and Edit, T396-T397 Unit 5: Apply Compose Questions, T144 Apply Compose Answers, T146 Organize Ideas, T208 Apply Graphics, T212 Add Details, T347
KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	Unit 3: Explore Plot: Independent Writing, T161 Apply Plot: Minilesson, T162 Explore Compose a Beginning: Independent Writing, T229 Apply Compose a Beginning, T230 Explore Compose an Ending: Independent Writing, T231 Apply Compose an Ending: Minilesson, T232 Unit 4: Generate Ideas: Minilesson, T83 Apply Plot: Minilesson, T154 What Happens First: Minilesson, T220 Explore What Happens Next: Minilesson, T221 Apply What Happens Next: Minilesson, T222 Explore What Happens Last: Minilesson, T223 Apply What Happens Last: Minilesson, T224

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
<p>KW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).</p>	<p>Unit 1: Reflect and Share: Write to Sources, T64-T65, T204-T205 Reflect and Share: Talk About It, T134-T135, T274-T275, T344-T345</p> <p>Unit 2: Reflect and Share: Talk About It, T64-T65, T204-T205, T274-T275 Reflect and Share: Write to Sources, T134-T135, T344-T345</p> <p>Unit 3: Reflect and Share: Talk About It, T66-67, T142-T143, T282-T283 Reflect and Share: Write to Sources, T212-T213, T352-T353</p> <p>Unit 4: Reflect and Share: Talk About It, T64-T65, T204-T205 Reflect and Share: Write to Sources, T134-T135, T274-T275, T344-T345</p> <p>Unit 5: Reflect and Share: Write to Sources, T60-T61, T192-T193 Reflect and Share: Talk About It, T126-T127, T264-T265, T330-T331</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
W5: Begins in grade 4.	
Research to Present Knowledge	
KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	<p>Unit 1: Inquire: Introduce the Project/Let's Go!, T386-387 Conduct Research, T390-T391</p> <p>Unit 2: Conduct Research, T390-T391 Refine Research: Customize It!/Use Technology, T392</p> <p>Unit 3: Inquire: Introduce the Project, T394-T395 Explore and Plan: Explore Persuasive Writing/Next Steps, T397 Conduct Research: Use a Library Database, T398-T399 Collaborate and Discuss: Revise and Edit/Next Steps, T403 (Continued)</p> <p>Unit 4: Inquire: Introduce the Project, T388-T389 Conduct Research: Conduct an Interview, T392-T393 Refine Research: Take Notes, T394-T395 Collaborate and Discuss: Revise and Edit/Next Steps, T397</p> <p>Unit 5: Inquire: Introduce the Project, T370 Explore and Plan: Introduce Persuasive Poetry/Next Steps, T373 Conduct Research: Look Online, T374-T375 Refine Research: Take Notes, T376-T377 Collaborate and Discuss: Tell and Show Your Opinion/Next Steps, T379</p>
KW7: Recall and represent relevant information	Unit 1:

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

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards</p>	<p style="text-align: center;">myView Literacy Kindergarten, ©2020</p>
<p>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>Interact with Sources: Turn, Talk, and Share, T90 Conduct Research: Ask a Librarian, T390-391 Refine Research: Take Notes, T392 ELL Targeted Support: Taking Notes, T393 Unit 2: Inquire: Introduce the Project/Get a Pet!, T386 Conduct Research: Sources, T390, Customize It!, T390 Unit 4: Generate Idea: Minilesson, T83 Unit 5: Conduct Research: Look Online, T374</p>
<p style="text-align: center;">Speaking and Listening: 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>KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p>	<p>Unit 1: Introduction to Writing Workshop: Genre Immersion Lesson, T80 Reflect and Share: Talk About It, T274 Writing Club, T295 Book Club Connections & Wonderings: Collaboration, T411 Book Club: Collaboration, T413 Unit 2: Writing Club, T85 Reflect and Share: Talk About It, T204, T274 Connections & Wonderings: Collaboration, T407 Unit 3: Listening Comprehension: Read Aloud, T34, T106, T182, T252, T322 Reflect and Share: Talk About It, T142, T282 Celebrate and Reflect: Share, T404 Unit 4: Reflect and Share: Talk About It, T64-T65 Inquire: Introduce the Project, T388 Book Club Connections & Wonderings: Collaboration, T409, T413</p>
<p>(Continued)</p>	<p>(Continued) Unit 5: Reflect and Share: Talk About It, T126-T127</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	Teacher-Led Options, Independent/Collaborative: Support Independent Reading, T263 Inquire: Introduce the Project, T370 Celebrate and Reflect: Share, T380
KSL1b: Participate in conversations through multiple exchanges.	<p>Unit 1: Reflect and Share: Talk About It, T274-T275 Collaborate and Discuss: Tell Your Opinion, T394-395 Book Club Noticings: Collaboration, T413</p> <p>Unit 2: Reflect and Share: Talk About It, T204 Book Club Noticings: Collaboration, T409, T413 Book Club Connections & Wonderings: Collaboration, T415</p> <p>Unit 5: Teacher-Led Options, Strategy Group: Compare Texts/Teaching Point, T194 Apply Graphics: Minilesson, T212</p>
KLS1c: Consider individual differences when communicating with others.	<p>Unit 1: Collaborate and Discuss: Tell Your Opinion, T394-395 Celebrate and Reflect: Share, T396-397</p> <p>Unit 2: Celebrate and Reflect: Share, T396-397</p> <p>Unit 3: Collaborate and Discuss: Collaborate, T402 Celebrate and Reflect: Share, T404-405</p> <p>Unit 4: Collaborate and Discuss: My Turn, T396 Celebrate and Reflect: Share/Reflect, T398-399</p> <p>Unit 5: Collaborate and Discuss: Turn and Talk, T378 Celebrate and Reflect, T 380</p>
KSL2: Participate in a conversation about features of diverse texts and formats.	<p>Unit 1: Listening Comprehension: Read Aloud, T34-T35, T244-T245 Academic Vocabulary: Context Clues, T208-T209 Respond and Analyze: My View, T328, Develop</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Vocabulary, T328</p> <p>Unit 2: Main Idea and Supporting Evidence: Academic Vocabulary/Integrate, T54 Make Inferences: Academic Vocabulary/Integrate, T58 Academic Vocabulary: Context Clues, T208-T209, Oral Language, T348-T349 Listening Comprehension, T244-T245</p> <p>Unit 3: Listening Comprehension, T106-T107, T252-T253 Introduce the Text: Preview Vocabulary, T190, Preview Vocabulary/Read, T260 Academic Vocabulary: Context Clues, T216</p> <p>Unit 4: Introduce the Text: Preview Vocabulary/Read, T42 Academic Vocabulary: Related Words, T68, : Context Clues, T208, Word Parts, T278 Listening Comprehension, T104-T105, T314-T315 Possible Teaching Point: Academic Vocabulary/Context Clues, T185</p> <p>Unit 5: Listening Comprehension, T32-T33, T230-T231 Introduce the Text: Preview Vocabulary/Read, T172 Academic Vocabulary: Context Clues, T196, Oral Language, T334 Respond and Analyze: Develop Vocabulary, T316</p>
KSL3: Develop and answer questions to clarify what the speaker says.	<p>Unit 1: Interact with Sources: Explore the Infographic, T20 ELL Targeted Support: Seek Clarification, T243 Explore Ask and Answer Questions: Minilesson, T291</p> <p>Unit 2: ELL Targeted Support: Seek Clarification, T33, T103, T173, T243, T313 Celebrate and Reflect: Share, T396</p> <p>Unit 3:</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>ELL Targeted Support: Seek Clarification, T33, T105, T181, T251</p> <p>Unit 4: ELL Targeted Support: Seek Clarification, T173, T243, T313 Reflect and Share: Talk About It, T204 Teacher-Led Options, Strategy Group: Ask and Answer Questions, T342</p> <p>Unit 5: ELL Targeted Support: Seek Clarification, T31, T163, Monitor Understanding, T97, Asking for Clarification, T231 Interact with Sources: Explore the Poems, T152 Reflect and Share: Talk About It, T264</p>
Presentation of Knowledge and Ideas	
KSL4: Describe familiar people, places, things, and events with detail.	<p>Unit 1: Interact with Sources: Explore the Infographic, T20 Describe Plot: Minilesson, T124-T125 Describe Setting, T264-T265</p> <p>Unit 2: Reflect and Share: Talk About It, T274 Celebrate and Reflect: Share, T396</p> <p>Unit 3: Reflect and Share: Talk About It, T66, T142-T143 ELL Targeted Support: Rhyme and Rhythm, T202</p> <p>Unit 4:</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	ELL Targeted Support: Retell Texts, T134 Reflect and Share: Talk About It, T344-T345 Unit 5: Possible Teaching Point: Read Like a Writer/Analyze an Author's Use of Photos, T45 ELL Targeted Support: Describing Words, T53, Learning Strategies, T355 Discuss Characters in Drama, T322
KSL5: Create and/or utilize existing visual displays to support descriptions.	Unit 1: Reflect and Share, Write to Sources, T64-T65 Collaborate and Discuss: Tell Your Opinion, T394-T395 Celebrate and Reflect: Customize It!, T396 Unit 2: Reflect and Share: Write to Sources, T134-T135 Collaborate and Discuss, T394-T395, Expand It!, T394 Unit 3: Reflect and Share: Write to Sources, T352-T353 Refine Research: Customize It!, T400 Collaborate and Discuss: Expand It!, T402 Unit 4: Collaborate and Discuss: Expand It!, T396 Celebrate and Reflect, T398 Unit 5: Collaborate and Discuss: Tell and Show Your Opinion, T378, Expand It!, T378 Celebrate and Reflect, T380
KSL6: Express thoughts, feelings, and ideas.	Unit 1: Compare Across Texts: Going Places, T368 Celebrate and Reflect: Share, T396 Unit 2: Reflect and Share: Write to Sources/Weekly Question, T345 Celebration: Minilesson, T363 Share, T396 Collaborate, T396 Unit 3: Reflect and Share: Talk About It Minilesson, T142 Celebration: Minilesson, T371 Unit 4: Celebration: Minilesson, T363 Celebrate and Reflect: Share, T398

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Unit 5: Reflect and Share: Talk About It, T126 Celebration: Minilesson, T349 Celebrate and Reflect: Share, T380</p>
Knowledge of Language	
L3: Begins in grade 2.	
Vocabulary Acquisition and Use	
KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.	
KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	<p>Unit 1: Academic Vocabulary: Context Clues, T208-T209 Unit 2: Academic Vocabulary: Context Clues, T208-T209 Unit 3: Respond and Analyze: Develop Vocabulary Minilesson, T196 Unit 5: Possible Teaching Point: Academic Vocabulary/Related Words, T42</p>
KL4b: Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of a word.	<p>Unit 1: Possible Teaching Point: Language and Conventions/ Plural Nouns, T186, Singular and Plural Nouns, T327 Language & Conventions: Plural Nouns, T214-T215, T284-T285 Unit 2: Language & Conventions: Verbs, T284-T285 Unit 3: Academic Vocabulary: Word Parts Minilesson T286 Unit 4: Academic Vocabulary: Word Parts Minilesson T278 Unit 5: Academic Vocabulary: Word Parts Minilesson, T268 Edit for Verbs, T280</p>
KL5: Explore and discuss word relationships and word meanings.	

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
<p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p>	<p>Unit 1: Concept Sort: Minilesson, T70, T140-T141, T210-T211, T280-T281, T350-T351 Language & Conventions: Lesson 1 Nouns, T74</p>
<p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Unit 1: Possible Teaching Point: Vocabulary/Antonyms, T116 Academic Vocabulary: Synonyms and Antonyms, T138-T139 Unit 2: Possible Teaching Point: Academic Vocabulary/Antonyms, T117 Academic Vocabulary: Antonyms Minilesson, T138 Unit 3: Possible Teaching Point: Academic Vocabulary/Antonyms, T123 Academic Vocabulary: Antonyms Minilesson, T146 Unit 5: Possible Teaching Point, Academic Vocabulary/Antonyms, T111 Academic Vocabulary: Synonyms and Antonyms, T130-T131</p>
<p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).</p>	<p>Unit 1: Introduce the Text: Preview Vocabulary, T112, T182, T252, T322 Make Connections, T338-T339 Teacher-Led Options, Strategy Group: Make Connections Teaching Point, T342 Unit 2: Introduce the Text: Preview Vocabulary, T112, T182, T322 Make Connections, T198-T199 Teacher-Led Options, Strategy Group: Make Connections, T202 Unit 3: Introduce the Text: Preview Vocabulary, T114, T190, T260 Teacher-Led Options, Strategy Group: Make Connections, T202 Make Connections, T346-T347 Unit 4: Introduce the Text: Preview Vocabulary, T42, T112, T252 Describe Connections, T54-T55</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>Teacher-Led Options, Strategy Group: Describe Connections, T56</p> <p>Unit 5: Introduce the Text: Preview Vocabulary, T106, T172, T238, T310 Language and Conventions: Expand Sentences/Lesson 1 Spiral Review, T340</p>
<p>KL5d: Explore variations among verbs that describe the same general action (e.g., <i>walk, march, gallop</i>) by acting out the meanings.</p>	<p>Unit 1: Academic Vocabulary: Synonyms and Antonyms Minilesson, T138</p> <p>Unit 4: Possible Teaching Point: Academic Vocabulary/ Synonyms, T117 Academic Vocabulary: Synonyms Minilesson, T138</p> <p>Unit 5: Academic Vocabulary: Synonyms and Antonyms Minilesson, T130</p>
<p>KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to.</p>	<p>Unit 1: Listening Comprehension: Read Aloud, T34-T35, T244-T245 Academic Vocabulary: Context Clues, T208-T209 Respond and Analyze: My View, T328, Develop Vocabulary, T328</p> <p>Unit 2: Main Idea and Supporting Evidence: Academic Vocabulary/Integrate, T54 Make Inferences: Academic Vocabulary/Integrate, T58 Academic Vocabulary: Context Clues Minilesson, T208, Oral Language Minilesson, T348 Listening Comprehension: Read Aloud, T244-T245</p> <p>Unit 3: Listening Comprehension: Read Aloud, T106-T107, T252-T253 Introduce the Text: Preview Vocabulary, T190, T260 Academic Vocabulary: Context Clues Minilesson, T216</p> <p>Unit 4: Introduce the Text: Preview Vocabulary, T42 Academic Vocabulary: Related Words Minilesson,</p>

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

New York State Next Generation English Language Arts Learning Standards	myView Literacy Kindergarten, ©2020
	<p>T68, Context Clues Minilesson, T208, Word Parts Minilesson, T278</p> <p>Listening Comprehension: Read Aloud, T104-T105, T314-T315</p> <p>Possible Teaching Point: Academic Vocabulary/Context Clues, T185</p> <p>Unit 5:</p> <p>Listening Comprehension: Read Aloud, T32-T33, T230-T231</p> <p>Introduce the Text: Preview Vocabulary, T172</p> <p>Academic Vocabulary: Context Clues, T196-T197, Oral Language Minilesson, T334</p> <p>Respond and Analyze: Develop Vocabulary, T316</p>