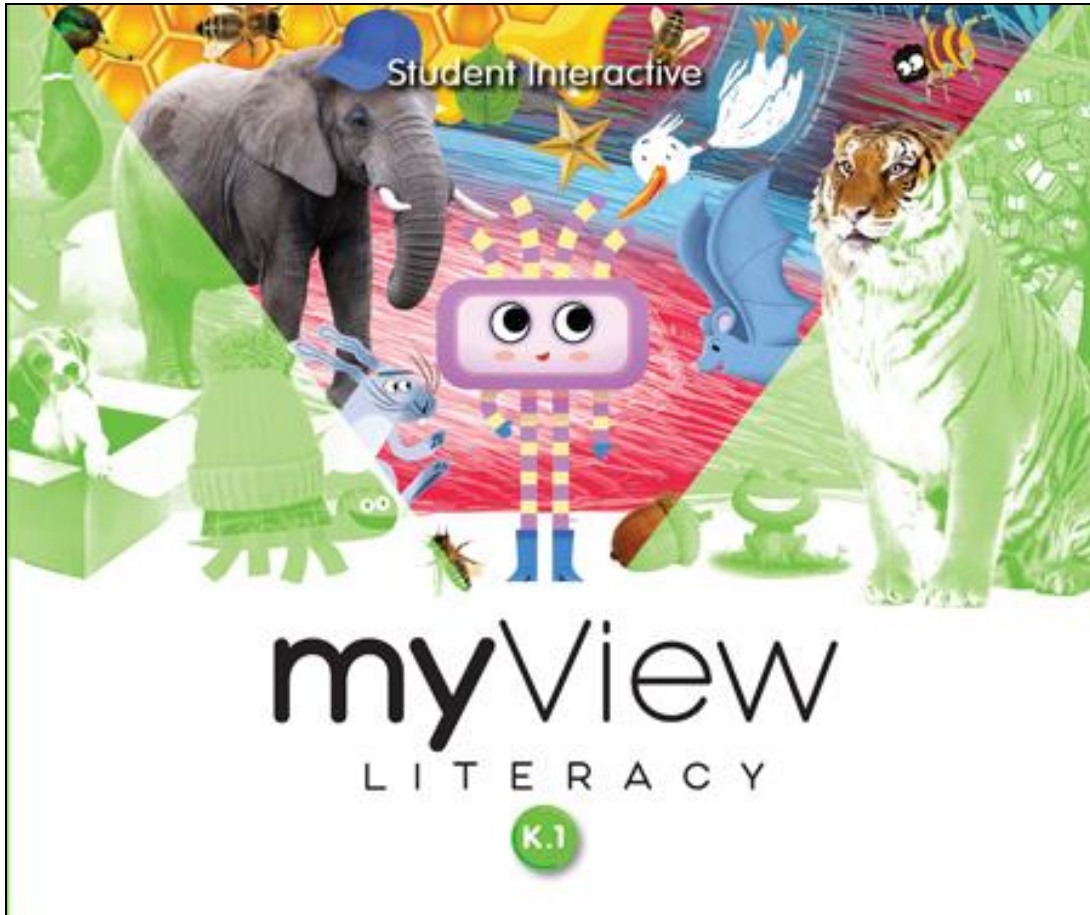


A Correlation of



To the

New York State Social Studies Framework Kindergarten

A Correlation of myView Literacy, Kindergarten, ©2020 to the New York State Social Studies Frameworks

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **New York State Social Studies Frameworks**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

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

Inspire Confidence and Collaboration

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

Focus on Balance and Flexibility

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

Nurture Every Learner

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

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F.6 Identify the school principal and his/her role within the school.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level A>At School
F.7 Identify and follow rules in the classroom and school.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level A>At School
Standards: Individual Development and Cultural Identity	
K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.	
K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.	Unit 1: Writing Workshop: Parts of a Book, T150 Writing Workshop: Explore Parts of a Book, T151 Writing Workshop: Apply Parts of a Book, T152 Writing Workshop: Explore Meet the Author, T153 Writing Workshop: Apply Meet the Author, T154 Writing Club: T155
K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. * K.1b.1 Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.	Unit 1: Writing Workshop: Parts of a Book, T150 Writing Workshop: Explore Parts of a Book, T151 Writing Workshop: Apply Parts of a Book, T152 Writing Workshop: Explore Meet the Author, T153 Writing Workshop: Apply Meet the Author, T154 Writing Club: T155

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K.2 Children, families, and communities exhibit cultural similarities and differences.	
K.2a Each person is unique but also shares common characteristics with other family, school, and community members.	
K.2a.1 Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.	For opportunities to address this standard please see: Digital Resources: Grade K>Leveled Readers>Guided Reading Level B: Leveled Readers>Look At Me Also see: Unit 4: Student Interactive: <i>Tempura, Tempera</i> , T323-T327
K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self	
K.2b.1 Students will explain how their families celebrate birthdays or other special days.	Unit 4: Interact with Sources: Explore the Poem, T300-T301 Introduce the Text, T322-T323 Student Interactive: <i>Tempura, Tempera</i> , T323-T327 Reflect and Share, T344-T345
K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique	
K.2c.1 Students will learn about and respect individual differences.	Unit 4: Introduce the Text, T322-T323 Student Interactive: <i>Tempura, Tempera</i> , T323-T327 Reflect and Share, T344-T345
K.3 Symbols and traditions help develop a shared culture and identity within the United States.	
K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.	
K.3a.1 Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays	Unit 4: Interact with Sources: Explore the Poem, T300-T301 Digital Resources: Grade K>Leveled Readers>Guided Reading Level B: Leveled Readers: Chinese New Year; Guided Reading Level D: Leveled Readers: Rosh Hashanah

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K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.	
K.3b.1 Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
K.3b.2 Students will identify American symbols, such as the Liberty Bell and the bald eagle.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
K.3b.3 Students will learn the Pledge of Allegiance.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
K.3b.4 Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
K.3b.5 Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
Civic Ideals and Practices	
K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.	
K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.	
K.4a.1 Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.	
K.4b.1 Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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K.5 Rules affect children and adults, and people make and change rules for many reasons.	
K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.	
K.5a.1 Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.	Unit 5: Interact with Sources: Explore the Infographic, T218-T219 Introduce the Texts, T238-T239 Student Interactive: <i>Tornado Action Plan</i> , 137-143 Introduce the Texts, T244-T245 Student Interactive: <i>Blizzard Action Plan</i> , 145-151 Respond and Analyze, T250-T251 Compare and Contrast Texts, T256-T257 Ask and Answer Questions, T260-T261 Reflect and Share, T264-T265
K.5b People in authority make rules and laws that provide for the health and safety of all.	
K.5b.1 Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level A>At School
K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.	
K.5c.1 Students will be given an opportunity to create new rules as needed for class activities.	For opportunities to address this standard please see: Digital Resources: Leveled Readers>Guided Reading Level A>At School
Geography, Humans, and the Environment	
K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.	
K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.	
K.6a.1 Students will identify the differences and similarities between a globe and a map	For opportunities to address this standard please see: Unit 1: Interact with Sources: Explore the Map, T300-T301

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K.6b Places and regions can be located on a map or globe, using geographic vocabulary	
K.6b.1 Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).	Unit 1: Interact with Sources: Explore the Map, T300-T301 ELL Targeted Support: Language Proficiency, T301
K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.	
K.6c.1 Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).	Unit 2: Interact With Sources: Explore the Infographic, T20-T21
K.7 People and communities are affected by and adapt to their physical environment.	
K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.	
K.7a.1 Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.	Unit 5: Interact with Sources: Explore the Web Site, T20-T21 Decodable Story: ELL Access, T28 Introduce the Text, T40-T41 Student Interactive: <i>Weather Around the World</i> , 29-37 Reflect and Share, T60-T61 Teacher-Led Options, ELL Targeted Support, T120 Introduce the Text, T310-T311 Student Interactive: <i>Who Likes the Rain?</i> , 179-187 Digital Resources: Grade K>Leveled Readers>Guided Reading Level B: Leveled Readers: Seasons; Guided Reading Level C: Leveled Readers: A Very Hot Day; What Do the Clouds Tell Us?; The Storm

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Time, Continuity, and Change	
K.8 The past, present and future describe points in time and help us examine and understand events.	
K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.	
K.8a.1 Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).	<p>Unit 1: Interact with Sources: Explore the Infographic, T20-T21</p> <p>Unit 4: Interact with Sources: Explore the Infographic, T90-91</p>
K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	
K.8b.1 Students will retell a story and explain the value, idea, tradition, or important event that it expressed.	<p>Unit 3: Interact with Sources, T20-T21 Introduce the Text, T42-T43 Student Interactive: <i>How Anansi Got His Stories</i>, 30-41 Reflect and Share, T66-T67 Interact with Sources: Explore the Infographic, T308-T309 Introduce the Text, T330-T331 Student Interactive: <i>Mosni Can Help</i>, 191-199 Reflect and Share, T352-T353</p> <p>Unit 4: Introduce the Text, T322-T323 Student Interactive: <i>Tempura, Tempura</i>, 179-187 Reflect and Share, T344-T345</p>

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Economic Systems	
K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	
K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have	
K.9a.1 Students will identify basic needs (food, clothing, and shelter).	<p>Unit 2: Introduce the Text, T182-T183 ELL Targeted Support: Developing Vocabulary, T183 Student Interactive: <i>Do We Need This?</i>, 107-115 Reflect and Share, T204-T205</p> <p>Digital Resources: Grade K>Leveled Readers> Guided Reading Level C: Leveled Readers: Basic Needs</p>
K.9a.2 Students will distinguish between a need and a want.	<p>Unit 2: Introduce the Text, T182-T183 ELL Targeted Support: Developing Vocabulary, T183 Student Interactive: <i>Do We Need This?</i>, 107-115 Reflect and Share, T204-T205</p> <p>Digital Resources: Grade K>Leveled Readers> Guided Reading Level C: Leveled Readers: Basic Needs</p>
K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.	
K.9b.1 Students will identify examples of goods and services.	<p>For opportunities to address this standard please see: Unit 2: Student Interactive: <i>Do We Need This?</i>, 107-115 Reflect and Share, T204-T205</p> <p>Digital Resources: Grade K>Leveled Readers> Guided Reading Level C: Leveled Readers: Basic Needs</p>

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<p>K9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</p>	
<p>K.9c.1 Students will identify examples of scarcity</p>	<p>For opportunities to address this standard please see: Unit 2: Student Interactive: <i>Do We Need This?</i>, 107-115 Reflect and Share, T204-T205 Digital Resources: Grade K>Leveled Readers> Guided Reading Level C: Leveled Readers: Basic Needs</p>