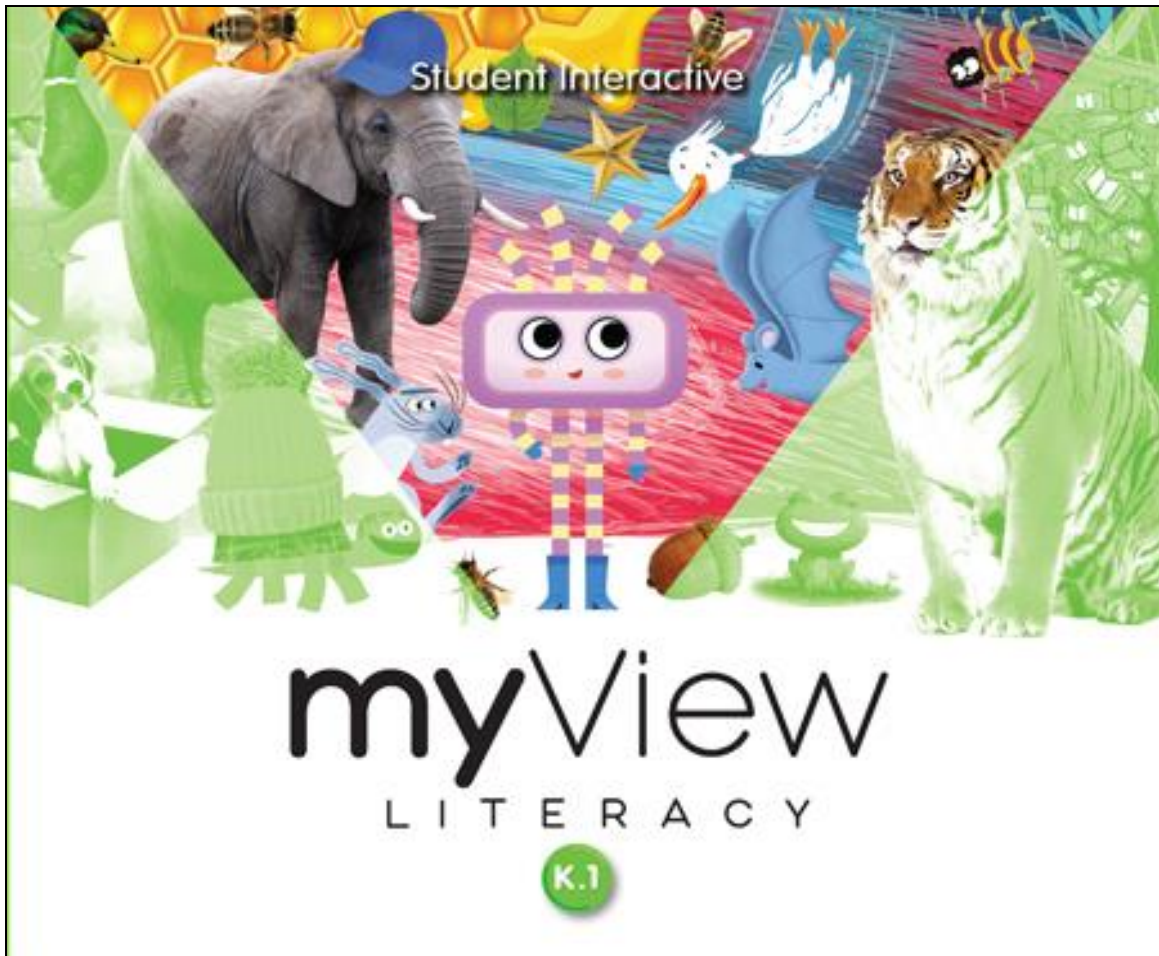


A Correlation of



Kindergarten ©2020

To the

**New York State Grades K-2
Science Learning Standards 2016**

A Correlation of myView Literacy ©2020 to the New York State Grades K-2 Science Learning Standards 2016

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **New York State K-2 Science Learning Standards 2016**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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New York State Science Learning Standards 2016	myView Literacy Kindergarten ©2020
K. Matter and Its Interactions	
Crosscutting Concepts	
Cause and Effect <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS11) 	Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T102 (Scientists Observe Nature) Unit 4: <u>Selections</u> Read: <i>Cars Are Always Changing</i> T34–T41 <u>Leveled Readers</u> Build a Tower (Narrative)
Energy and Matter <ul style="list-style-type: none"> Students observe objects may break into smaller pieces, be put together into larger pieces, or change shapes. (K-PS1-1) 	Opportunities to address this standard may be found with the following: Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T102 (Scientists Observe Nature) Unit 4: <u>Selections</u> Read: <i>Cars Are Always Changing</i> T34–T41 <u>Leveled Readers</u> Build a Tower (Narrative) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T250 (Rain and Water Cycle) Cross-Curricular Perspectives: Science, U5: T252 (Tree Life Cycle)
K. Forces and Interactions: Pushes and Pulls	
Crosscutting Concepts	
Cause and Effect <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2) 	Opportunities to address this standard may be found with the following: Unit 5: <u>Selections</u> Read Aloud: “The Shaking Earth” T22–T23 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T192 (Weather Event and Tornadoes)

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K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
Crosscutting Concepts	
<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) 	<p>Unit 1: <u>Selections</u> Infographic: “Exploring the Woods” T188–T189 Read Aloud: “In the Mountains” T190–T191 Map: “What Is in a Neighborhood?” T244–T245 Read Aloud: “What Is at the Pond?” T246–T247</p> <p>Unit 2: <u>Selections</u> Read Aloud: “How Animals Find Their Way” T22–T23 Read: <i>Animals on the Move</i> T34–T41</p> <p>Unit 4: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T148 (Life Cycle of a Pumpkin)</p> <p>Unit 5: <u>Leveled Readers</u> Seasons (Informational Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Outside My Door, U5: T410–T411 (Seasons) Research Project: Research Seasons and Weather, U5: T426–T437</p>
<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-ESS3-3) 	<p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T34–T41 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T190–T195</p> <p><u>Leveled Readers</u> Seasons (Informational Text) What Do the Clouds Say Today? (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Reflect and Share: U5: T224–T225</p>

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<p>Systems and System Models</p> <ul style="list-style-type: none"> • Systems in the natural and designed world have parts that work together. (K-ESS2-2),(K-ESS3-1) 	<p>Unit 1: <u>Selections</u> Infographic: “Exploring the Woods” T188–T189 Read Aloud: “In the Mountains” T190–T191 Read Aloud: “What Is at the Pond?” T246–T247</p> <p>Unit 2: <u>Selections</u> Infographic: “Making a Place to Live” T76–T77 Read Aloud: “What Animals Need” T78–T79 Read: <i>From Nectar to Honey</i> T90–T97</p> <p><u>Leveled Readers</u> The Rose Plant (Informational Text) Basic Needs (Informational Text) Animal and Plant Needs</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T94 (Observing Nature) Cross-Curricular Perspectives: Science, U2: T149 (Animal Wants and Needs)</p> <p>Unit 5: <u>Selections</u> Infographic: “Living in the Desert” T72–T73 Read Aloud: “Life in the Rainforest” T74–T75 Read: <i>A Desert in Bloom</i> T86–T93 Infographic: “How Rain Helps Elephants” T234–T235</p> <p><u>Leveled Readers</u> Leaves (Narrative) Seasons (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T88 (Plant Life Cycle) Cross-Curricular Perspectives: Science, U5: T250 (Rain and Water Cycle) Cross-Curricular Perspectives: Science, U5: T252 (Tree Life Cycle) Compare Across Texts: Outside My Door, U5: T410–T411 (Seasons) Research Project: Research Seasons and Weather, U5: T426–T437</p>

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New York State Science Learning Standards 2016	myView Literacy Kindergarten ©2020
K. Weather and Climate	
Crosscutting Concepts	
<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) 	<p>Unit 1: <u>Selections</u> Read: <i>Mission Accomplished!</i> T34–T41 (involves shapes) Infographic: “Exploring the Woods” T188–T189 Read Aloud: “In the Mountains” T190–T191 Read Aloud: “What Is at the Pond?” T246–T247</p> <p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T34–T41 Infographic: “Living in the Desert” T72–T73 Read: <i>A Desert in Bloom</i> T86–T93 Poetry: “Weather Poems” T124–T125 Read Aloud: “Winter Fun” and “The Storm” T126–T127 Read: <i>Who Likes Rain?</i> T248–T255</p> <p><u>Leveled Readers</u> Seasons (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) What Will I Wear Today (Narrative Nonfiction) The Storm (Narrative) Animals in the Rain (Informational Text) Rainbows (Informational Text) Go Outside! (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T192 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, U5: T198 (Blizzards) Cross-Curricular Perspectives: Science, U5: T250 (Rain and Water Cycle)</p>

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<p style="text-align: center;">New York State Science Learning Standards 2016</p>	<p style="text-align: center;">myView Literacy Kindergarten ©2020</p>
<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1),(K-PS32),(K-ESS3-2) 	<p>Opportunities to address this standard may be found with the following:</p> <p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T34–T41 Read: <i>Who Likes Rain?</i> T248–T255 <u>Leveled Readers</u> Seasons (Informational Text) Rainbows (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T192 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, U5: T198 (Blizzards) Cross-Curricular Perspectives: Science, U5: T250 (Rain and Water Cycle)</p>
<p>Connections to Engineering, Technology and Applications of Science</p>	
<p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> People encounter questions about the natural world every day. (K-ESS3-2) 	<p>Unit 1: <u>Selections</u> Infographic: “Using Your Imagination” T20–T21 Read: <i>Mission Accomplished!</i> T34–T41 Infographic: “Exploring the Woods” T188–T189 Map: “What Is in a Neighborhood?” T244–T245 Read Aloud: “What Is at the Pond?” T246–T247 Unit 2: <u>Selections</u> Read: <i>From Nectar to Honey</i> T90–T97 <u>Leveled Readers</u> At the Seaside (Informational Text) At the Pond (Informational Text) Cleaning Up (Narrative Nonfiction) picking up trash <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T94 (Observing Nature) Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T102 (Scientists Observe Nature) Unit 5: <u>Selections</u> Infographic: “Living in the Desert” T72–T73 Read Aloud: “Life in the Rainforest” T74–T75 Read: <i>A Desert in Bloom</i> T86–T93</p>

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<p align="center">New York State Science Learning Standards 2016</p>	<p align="center">myView Literacy Kindergarten ©2020</p>
<p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> • People depend on various technologies in their lives; human life would be very different without technology. (K-ESS32) 	<p>Unit 1: <u>Selections</u> Infographic: “Using Your Imagination” T20–T21 <u>Leveled Readers</u> Look Out! (Realistic Fiction) Transportation I Ride (Narrative Nonfiction) Transportation Unit 4: <u>Selections</u> Infographic: “Making Communication Better” T20–T21</p>
<p>K-2.Engineering Design Crosscutting Concepts</p>	
<p>Structure and Function</p> <ul style="list-style-type: none"> • The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2) 	<p>Opportunities to address this standard may be found with the following:</p> <p>Unit 4: <u>Leveled Readers</u> Build a Tower (Narrative) Unit 5: <u>Leveled Readers</u> Leaves (Narrative) What Do the Clouds Say Today? (Informational Text) Rocks Around Us (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T194 (Safe Places in House)</p>