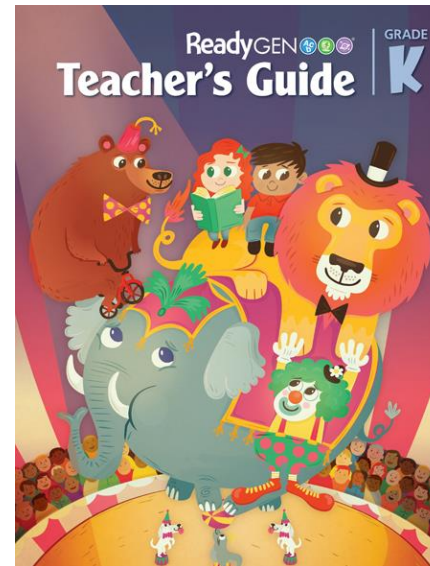
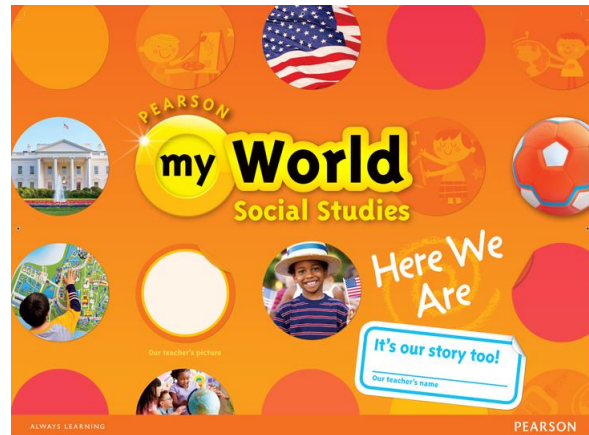


A Correlation of



To the

New York State Social Studies Framework Kindergarten

A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen to the New York State Social Studies Framework, Kindergarten

Introduction

This document demonstrates how **Pearson myWorld Social Studies** and **Pearson ReadyGEN** meet the New York State Social Studies Framework for Kindergarten. Correlation page references are to the myWorld Social Studies Kindergarten Flip Chart, Student Edition, Teacher’s Guide and the ReadyGEN Text Collection.

ReadyGEN ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Everyone has a story. What’s yours?

Pearson myWorld Social Studies utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With **Pearson myWorld Social Studies**, you can get to the heart of social studies in the time you have.

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

Table of Contents

Common Core Learning Standards for English Language Arts and Literacy 4

New York State Social Studies Framework Kindergarten: Social Studies Practices 21

New York State Social Studies Framework Kindergarten: Self and Others 33

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

Common Core Learning Standards for English Language Arts and Literacy	Here We Are, Kindergarten	ReadyGEN Text Collection
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>FC: Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 28, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128; Collaboration and Creativity: Listening and Speaking, 39–40</p> <p>SW: Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129; Collaboration and Creativity: Listening and Speaking, 37–38</p> <p>TG: Ask Questions, 18, 106; Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? 33, 63, 67; Mod B: A Bed for the Winter, 247, 253; Unit 2: Mod B: Farming Then and Now, 193, 203, 207; Unit 3: Mod B: What Will the Weather Be? 183, 196, 203, 213–214; Weather Words and What They Mean, 223–224, 246–247, 253–254; Unit 4: Mod A: I Love Saturdays y domingos, 63–64; Mod B: Making Music, 173–174, 193–194, 197; Unit 5: Mod A: The Tiny Seed, 43–44, 53, 63, 73; Mod B: Plant Patterns, 223; Unit 6: Mod A: On the Town: A Community Adventure, 37, 44, 124, 126–127, 134, 136–137; Places in My Neighborhood, 94, 96–97, 124, 126–127, 134, 136–137; Mod B: Neighborhood: 194, 196–197</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

Common Core Learning Standards for English Language Arts and Literacy	Savvas myWorld Social Studies, Here We Are, Kindergarten	ReadyGEN Text Collection
Presentation of Knowledge and Ideas		
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>FC: Teacher Note: Describing (examples), 10, 13, 16, 23, 25, 27, 39, 47, 71, 72, 77, 79, 80, 85, 89, 122</p> <p>SW: Teacher Note: Describing (examples), 7, 10, 13, 20, 22, 24, 37, 45, 70, 71, 77, 79, 80, 85, 89, 123</p> <p>TG: Differentiated Instruction: Describe, 51: L2-L4; 54: L2-L4; 56: L2-L4; 88: L2-L4; 90: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? 28–30, 63, 68–70, 78–80, 122; A House for Hermit Crab? 98–100, 122; Mod B: Life in a Pond, 163, 178–180, 268–270; A Bed for the Winter, 228–230, 268–270; Unit 2: Mod A: The Little House, 18–20, 118–120,, Four Seasons Make a Year, 88–90; Mod B: Farming Then and Now, 213; The Old Things, 238–240, 256–257; Unit 3: Mod A: Come On, Rain! 43, 46–47, 48–50, 64; The Snowy Day, 96–97, 116; Mod B: What Will the Weather Be? 173, 176; Unit 4: Mod A: I Love Saturdays y domingos, 58–60; Apple Pie 4th of July, 104, 106–107; Mod B: Clothes in Many Cultures, 224, 252, 254; Unit 5: Mod A: The Tiny Seed, 13, 23, 27, 72; Jack’s Garden, 96, 104, 106; Mod B: Plant Patterns, 182, 194, 196–197; Swirl by Swirl: Spirals in Nature, 232, 242, 254; Unit 6: Mod A: On the Town: A Community Adventure, 14, 16–17, 24, 26–27, 34, 36–37; Mod B: While I Am Sleeping, 244</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

Common Core Learning Standards for English Language Arts and Literacy	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>FC: Draw, 5, 11, 13, 21, 28, 30, 36, 40, 49, 51, 57, 59, 73, 76, 78, 86, 88, 99, 101, 109, 111, 128; Critical Thinking: Use Illustrations, 116–117</p> <p>SW: Draw, 2, 8, 10, 18, 25, 28, 34, 38, 47, 50, 56, 58, 72, 75, 78, 86, 88, 99, 102, 110, 112, 129; Critical Thinking: Use Illustrations, 117–118</p> <p>TG: Differentiated Instruction: Draw, 3: L2-L4; 6: L2-L4; 8: L2-L4; 10: L2-L4; 14: L2-L4; 18: L2-L4; 20: L1-L4; 24: L2-L4; 29: L2-L4; 36: L2-L4; 38: L1-L4; 44: L2-L4; 46: L2-L4; 51: L2-L4; 54: L2-L4; 56: L2-L4; 58: L2-L4; 74: L2-L4; 79: L1-L4; L2-L4; 86: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 106: L2-L4; 108: L1-L4; 112: L2-L4; 116: L2-L4; 118: L2-L4; 128: L1-L4; Collage, 66: L2-L4; 122: L2-L4; Make a Chart, 94: L2-L4; Make a Map, 56: L2-L4; 58: L2-L4; 60: L1-L4; 64: L2-L4</p>	<p>TG: Independent Writing Practice: Unit 1: Mod A: 28–30; Mod B: 98–100; Unit 2: Mod A: 18–20, 28–30, 108–110, 118–120; Mod B: 268–270; Unit 3: Mod B: 188–190, 198–200; Unit 4: Mod A: 100, 110, 120, 128–130; Mod B: 178–180, 268–270; Unit 5: Mod A: 78–80, 118–120, 128–130; Mod B: 208–210, 268–270; Unit 6: Mod A: 18–20, 118–110; Mod B: 258–260</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

Common Core Learning Standards for English Language Arts and Literacy	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>FC: Teaching Notes at the bottom of each page include speaking activities. For examples see pages 8, 12, 16, 19, 24, 29, 35, 43, 50, 59, 74, 83, 89, 93, 97, 107, 108, 110, 114, 124; Collaboration and Creativity: Listening and Speaking, 39–40</p> <p>SW: Teaching Notes at the bottom of each page include speaking activities. For examples see pages 5, 9, 13, 16, 21, 27, 33, 41, 49, 58, 73, 83, 89, 93, 97, 108, 109, 111, 115, 125; Collaboration and Creativity: Listening and Speaking, 37–38</p> <p>TG: Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? 26, 40, 52, 82; Performance-Based Assessment: Narrative Task, Write About Animal Homes, 148; Mod B: Life in a Pond, 190, 210, 220; A Bed for Winter, 227, 230, 260; Performance-Based Assessment: Informative/Explanatory Task, Write About a Special Home, 288; Unit 2: Mod A: The Little House, 25, 40; Four Seasons Make a Year, 84; Performance-Based Assessment: Narrative Task, Write About Changes, 148; Mod B: Farming Then and Now, 164, 166, 195; Unit 3: Mod A: Come On, Rain! 25, 135; The Snowy Day, 115, 135; Mod B: What Will the Weather Be?: 166, 195, Performance-Based Assessment: Informative/Explanatory Task: Predict the Weather, 288; Unit 4: Mod A: I Love Saturdays y domingos, 25; Apple Pie 4th of July, 115; Mod B: Making Music, 166, 195; Clothes in Many Cultures, 255; Unit 5: Mod A: The Tiny Seed, 45; Jack’s Garden, 82, 115; Mod B: Plant Patterns, 175, 190, 210, 220, 230; Swirl by Swirl: Spirals in Nature, 255; Unit 6: Mod A: On the Town: A Community Adventure, 65; Places in My Neighborhood, 82, 95; Mod B: Neighborhood Walk: City, 185; While I Am Sleeping, 255</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Social Studies Practices	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
A. Gathering, Using, and Interpreting Evidence		
1. Ask questions.	<p>FC: Critical Thinking, 97–98, 117–118, Reading Skill, 14–15, 43–44, 66–67, 83–84, 106–107; Lesson Response, 9, 11, 13, 17, 19, 21, 23, 25, 27, 30, 34, 36, 38, 40, 42, 44, 46, 48, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 76, 78, 82, 84, 86, 90, 92, 94, 96, 98, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 128</p> <p>SW: Critical Thinking, 97–98, 117–118, Reading Skill, 11–12, 41–42, 65–66, 83–84, 107–108; Lesson Response, 6, 8, 10, 14, 16, 18, 20, 22, 24, 25, 28, 32, 34, 36, 38, 40, 42, 44, 46, 47, 50, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 75, 78, 82, 84, 86, 88, 90, 92, 94, 96, 98, 99, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 129</p> <p>TG: Main Ideas and Details, 4, 6, 8, 10, 11, 14, 16, 18, 22, 24; Summarize, 6, 29, 52, 79, 94, 107; Ask Questions, 18, 106</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? 33, 63, 67; Mod B: A Bed for the Winter, 247, 253; Unit 2: Mod B: Farming Then and Now, 193, 203, 207; Unit 3: Mod B: What Will the Weather Be? 183, 196, 203, 213–214; Weather Words and What They Mean, 223–224, 246–247, 253–254; Unit 4: Mod A: I Love Saturdays y domingos, 63–64; Mod B: Making Music, 173–174, 193–194, 197; Unit 5: Mod A: The Tiny Seed, 43–44, 53, 63, 73; Mod B: Plant Patterns, 223; Unit 6: Mod A: On the Town: A Community Adventure, 37, 44, 124, 126–127, 134, 136–137; Places in My Neighborhood, 94, 96–97, 124, 126–127, 134, 136–137; Mod B: Neighborhood: 194, 196–197</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>2. Recognize forms of evidence used to make meaning in social studies.</p>	<p>FC: What Do Maps Show? 58–59; What Do Globes Show? 68–69; Reading Skill: Sequence, 106–107; How Can We Learn About History? 114–115; Use Illustrations, 116–117</p> <p>SW: What Do Maps Show? 57–58; What Do Globes Show? 67–68; Reading Skill: Sequence, 107–108; How Can We Learn About History? 115–116; Use Illustrations, 117–118</p> <p>TG: Active Reading & Lesson Summary pages 57–58, 61–62, 107–108, 115–116, 117–118</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?, 18–20, 28–30, 68–70; A House for Hermit Crab, 98–100, 128–130; Mod B: Life in a Pond: 198–200, 208–210, 218–220; A Bed for the Winter, 238–240, 248–250, 258–260, 268–270, 278–280; Unit 2: Mod A: The Little House, 18–20, 38–40; Four Seasons Make a Year, 128–130, 138–140; Mod B: Farming Then and Now & The Old Things, 278–280; Unit 3: Mod A: Come On, Rain!, 28–30; The Snowy Day, 98–100; Mod B: What Will the Weather Be?; 178–180, 198–200; Weather Words and What They Mean, 258–260; Unit 4: Mod A: I Love Saturdays & domingos, 38–40; Apple Pie & 4th of July, 98–100; Mod B: Making Music, 178–180, 188–190, 218–220; Clothes in Many Cultures, 238–240, 248–250; Unit 5: Mod A: Jack’s Garden, 88–90, 98–100; The Tiny Seed & Jack’s Garden, 128–130; Mod B: Plant Patterns, 228–230; Swirl by Swirl: Spirals in Nature, 238–240, 258–260; Unit 6: Mod B: Neighborhood Walk: City & While I Am Sleeping, 268–270, 278–280</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>3. Identify the author or creator of a book or map.</p>	<p>FC: How Can We Learn About History? 114-115 SW: How Can We Learn About History? 115-116 TG: Active Reading & Lesson Summary pages 115-116</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Mod B: Life in a Pond; Unit 2: Mod B: Farming Then and Now; The Old Things; Unit 3: Mod B: What Will the Weather Be?; Weather Words and What They Mean; Unit 4: Mod B: Making Music; Unit 6: Mod A: Places in My Neighborhood; Mod B: Neighborhood Walk: City</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>4. Identify opinions expressed by others.</p>	<p>FC: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages, 5, 9, 16, 19, 24, 29, 35, 43, 50, 59, 74, 83, 89, 93, 97, 107, 108, 110, 114, 124; Collaboration and Creativity: Problem Solving, 22–23; Listening and Speaking, 39–40</p> <p>SW: Teaching Notes at the bottom of each page include collaborative speaking activities. For examples see pages, 5, 9, 13, 16, 21, 27, 33, 41, 49, 58, 73, 83, 89, 93, 97, 108, 109, 111, 115, 125; Collaboration and Creativity: Problem Solving, 19–20; Listening and Speaking, 37–38</p> <p>TG: Big Question, 3, 26, 29, 48, 51, 75, 79, 100, 103, 130; Differentiated Instruction: Discuss, 8: L2-L4; 12: L1-L4; 14: L2-L4; 16: L2-L4; 18: L2-L4; 20: L1-L4; 22: L2-L4; 24: L2-L4; 29: L2-L4; 32: L2-L4; 36: L2-L4; 40: L2-L4; 42: L1-L4; 44: L2-L4; 51: L2-L4; 54: L2-L4; 60: L1-L4; 66: L2-L4; 72: L2-L4; 74: L2-L4; 79: L1-L4; 82: L2-L4; 84: L2-L4; 88: L2-L4; 96: L2-L4; 103: L2-L4; 110: L2-L4; 114: L2-L4; 116: L2-L4; 126: L2-L4</p>	<p>The objective is met throughout the program. Refer to the following examples:</p> <p>TG: Unit 1: Mod A: Turn and Talk: 12, 112, 132; Mod B: Lesson Close Read: 163, 213, 223; Unit 2: Mod A: Turn and Talk: 22, 62, 122; Mod B: Small Group Discussion: 164, 174, 194, 204; Unit 3: Mod A: Fluency: 17, 67, 127; Mod B: Small Group Time: 225, 245, 255; Unit 4: Mod A: Lesson Close Read: 13, 83, 123, 263; Mod B: Small Group Options: 176, 196, 226, 266; Unit 5: Mod A: Turn and Talk: 12, 42, 112, 182; Mod B: Small Group Discussions: 214, 244, 254, 274; Unit 6: Mod A: Small Group Options: 16, 56, 86, 126; Mod B: Turn and Talk: 172, 192, 222, 252, 262</p>
<p align="center">24</p> <p align="center">Key: FC = Flip Chart, SW = Student Worktext, TG = Teacher’s Guide</p>		

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>5. Create understanding of the past.</p>	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113; How Can We Learn About History? 114–115; Who Are American Heroes From the Past? 118–119; How Have Families Changed? 120–121; How Has School Changed? 122–123; How Have Communities Changed? 124–125; How Has Technology Changed? 126–127</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114; How Can We Learn About History? 115–116; Who Are American Heroes From the Past? 119–120; How Have Families Changed? 121–122; How Has School Changed? 123–124; How Have Communities Changed? 125–126; How Has Technology Changed? 127–128</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108, 109–110, 111–112, 113–114, 115–116, 119–120, 121–122, 123–124, 127–128</p>	<p>TG: Unit 2: Mod A: The Little House; Mod B: Farming Then and Now; The Old Things; Poetry: “Grandpa’s Stories,” “Children of Long Ago”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Social Studies Practices	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
B. Chronological Reasoning and Causation		
1. Retell an important life event in sequential order.	FC: What Is My Personal History? 104–105; Sequence, 106–107 SW: What Is My Personal History? 105–106; Sequence, 107–108 TG: Active Reading & Lesson Summary pages 105–106, 107–108	TG: Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About Changes, 142-149; Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142-149
2. Understand the concept of time measurements including days and weeks.	FC: How Do We Measure Time? 110–111 SW: How Do We Measure Time? 111–112 TG: Active Reading & Lesson Summary pages 109–110	TG: Unit 2: Mod A: Four Seasons Make a Year; Poetry: “Seasons of the Year”; Mod B: Farming Then and Now
3. Identify causes and effects using an example from his/her family life.	FC: Reading Skills: Cause and Effect, 43–44; What Is My Personal History? 104–105 SW: Reading Skills: Cause and Effect, 41–42; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary: Cause and Effect, 30, 32, 34, 36, 40, 41, 42, 44, 46, 70	TG: For supporting material please see: Unit 2: Mod A: The Little House”; Mod B: The Old Things; Poetry: “Grandpa’s Stories”; Unit 4: Mod B: Making Music
4. Identify change over time in his/her life.	FC: What Is My Personal History? 104–105 SW: What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 105–106	TG: Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About Changes, 142-149

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>5. Identify events of the past, present, and future in his/her life.</p>	<p>FC: What Is My Personal History? 104–105 SW: What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 105–106</p>	<p>TG: Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About Changes, 142-149; Related Content: Mod B: Farming Then and Now; Unit 4: Mod A: Apple Pie 4th of July; Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142-149</p>
<p>6. Identify routines and common occurrences in his/her life.</p>	<p>FC: How Do We Celebrate? 89–90; What are National Holidays? 91–92; What Is My Personal History? 104–105 SW: How Do We Celebrate? 89–90; What are National Holidays? 91–92; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 89–90, 91–92, 105–106</p>	<p>TG: Unit 4: Mod A: Apple Pie 4th of July; Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142-149</p>
<p>C. Comparison and Contextualization</p>		
<p>1. Identify similarities and differences between home and school.</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11; Reading Skills: Compare and Contrast, 83–84; SW: What Are Rights? What Are Responsibilities? 7–8; Reading Skills: Compare and Contrast, 83–84; TG: Active Reading & Lesson Summary pages 7–8, 83–84</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; A House for Hermit Crab; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Write About a Special Home, 282-289</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Social Studies Practices	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
2. Identify similarities and differences between him/her and others.	<p>FC: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86</p> <p>SW: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86</p> <p>TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86</p>	<p>TG: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>
3. Describe an event in his/her life.	<p>FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Is My Personal History? 104–105</p> <p>SW: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90; What Is My Personal History? 105–106</p> <p>TG: Active Reading & Lesson Summary pages 85–86, 89–90, 105–106</p>	<p>TG: Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About Changes, 142-149; Mod B: Performance-Based Assessment: Opinion Task: Write About Life on a Farm, 282-289; Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142-149</p>
D. Geographic Reasoning		
1. Ask geographic questions about where places are located and why they are located there using location terms and geographic representations such as maps, photographs, satellite images, and models.	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69</p> <p>SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Social Studies Practices	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
2. Identify natural events or physical features such as land, water, air, and wind.	<p>FC: What Are Landforms? 62–63; What Are Bodies of Water? 64–65</p> <p>SW: What Are Landforms? 61–62; What Are Bodies of Water? 63–64</p> <p>TG: Active Reading & Lesson Summary pages 61–62, 63–64</p>	<p>TG: Unit 1: Mod B: Life in a Pond; Unit 3: Mod B: What Will the Weather Be?; Weather Words and What They Mean; Poetry: “Weather Together,” “Weather”; Unit 6: Mod A: Places in My Neighborhood; Mod B: Neighborhood Walk: City</p>
3. Describe how environment affects his/her activities.	<p>FC: What Is the Weather Like? 70–71; What Are the Seasons? 72–73</p> <p>SW: What Is the Weather Like? 69–70; What Are the Seasons? 71–72</p> <p>TG: Active Reading & Lesson Summary pages 69–70, 71–72</p>	<p>TG: Unit 1: Mod B: Life in a Pond; Unit 3: Mod A: Come On, Rain!; The Snowy Day; Poetry: “Spring Rain”; Mod B: What Will the Weather Be?; Poetry: “Weather Together,” “Weather”</p>
4. Identify a pattern.	<p>FC: For supporting material please see: What Is the Weather Like? 70–71; What Are the Seasons? 72–73</p> <p>SW: For supporting material please see: What Is the Weather Like? 69–70; What Are the Seasons? 71–72</p> <p>TG: Active Reading & Lesson Summary pages 69–70, 71–72</p>	<p>TG: Unit 2: Mod A: Four Seasons Make a Year; Poetry: “Seasons of the Year”; Unit 5: Mod A: The Tiny Seed; Mod B: Plant Patterns; Swirl by Swirl: Spirals in Nature; Poetry: “Rainbow,” “Zigzag”</p>
5. Identify a human activity that changed a place.	<p>FC: How Do We Use Earth's Resources? 74–75</p> <p>SW: How Do We Use Earth's Resources? 73–74</p> <p>TG: Active Reading & Lesson Summary pages 73–74</p>	<p>TG: Unit 1: Mod B: Life in a Pond; Poetry: “Daddy Fell into the Pond”; Unit 2: Mod A: The Little House; Mod B: Farming Then and Now; Mod B: Neighborhood Walk: City; While I Am Sleeping</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>E. Economics and Economic Systems</p>		
<p>1. Identify examples of scarcity and choices made due to scarcity.</p>	<p>FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; A House for Hermit Crab; A Bed for Winter</p>
<p>2. Identify examples of goods and services.</p>	<p>FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages 45–46</p>	<p>TG: Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Making Music; Clothes in Many Cultures</p>
<p>3. Identify what money is and how it is used in society.</p>	<p>FC: How Do We Use Money? 37–38; SW: How Do We Use Money? 35–36 TG: Active Reading & Lesson Summary pages 35–36</p>	<p>Outside the scope of the program.</p>
<p>F. Civic Participation</p>		
<p>1. Demonstrate respect for the rights of others.</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11 SW: What Are Rights? What Are Responsibilities? 7–8 TG: Active Reading & Lesson Summary pages 7–8</p>	<p>TG: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Social Studies Practices	Savvas myWorld Social Studies Here We Are, Kindergarten	ReadyGEN Text Collection
2. Participate in activities that focus on a classroom or school issue or problem.	<p>FC: How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23</p> <p>SW: How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20</p> <p>TG: Active Reading & Lesson Summary pages 17–18, 19–20</p>	<p>TG: For supporting material please see: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; While I Am Sleeping</p>
3. Identify the role of the individual in classroom participation.	<p>FC: What Makes a Good Citizen? 8–9; What Are Rights? What Are Responsibilities? 10–11; What Rules Do We Follow? 16–17</p> <p>SW: What Makes a Good Citizen? 5–6; What Are Rights? What Are Responsibilities? 7–8; What Rules Do We Follow? 13–14</p> <p>TG: Active Reading & Lesson Summary pages 5–6, 7–8, 13–14</p>	<p>TG: For supporting material please see: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>
4. Show respect in issues involving difference and conflict.	<p>FC: How Do We Get Along with Others? 12–13; How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23</p> <p>SW: How Do We Get Along with Others? 9–10; How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20</p> <p>TG: Active Reading & Lesson Summary pages 9–10, 17–18, 19–20</p>	<p>TG: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Social Studies Practices</p>	<p align="center">Savvas myWorld Social Studies Here We Are, Kindergarten</p>	<p align="center">ReadyGEN Text Collection</p>
<p>5. Identify situations in which social actions are required.</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; How Do We Make Decisions? 20–21; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; How Do We Make Decisions? 17–18; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 17–18, 19–20</p>	<p>TG: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; While I Am Sleeping</p>
<p>6. Identify the school principal and his/her role within the school.</p>	<p>FC: Who Are Our Leaders? 18–19 SW: Who Are Our Leaders? 15–16 TG: Active Reading & Lesson Summary pages 15–16</p>	<p>Outside the scope of the program.</p>
<p>7. Identify and follow rules in the classroom and school.</p>	<p>FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14</p>	<p>Instructional routines are the foundation of the ReadyGEN instructional plan. ReadyGEN routines provide the framework around which teachers can flexibly respond to students’ needs and through which students build expertise and confidence.</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>Grade K: Self and Others</p>		
<p>In kindergarten, students study “Self and Others”. The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.</p>		
<p><i>Individual Development and Cultural Identity</i></p>		
<p>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.</p>		
<p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p>	<p>FC: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96</p> <p>SW: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84; How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96</p> <p>TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86, 95–96</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>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.</p>	<p>FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106</p>	<p>TG: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids”</p>
<p>➤ Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.</p>	<p>FC: For supporting material please see: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105 SW: For supporting material please see: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106 TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106</p>	<p>TG: For supporting material please see: Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142-149Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
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.	<p>FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105</p> <p>SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106</p> <p>TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”; Unit 6: Mod B: Neighborhood Walk: City</p>
<ul style="list-style-type: none"> ➤ 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. 	<p>FC: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 104–105</p> <p>SW: How Are People Alike and Different? 81–82; How Are Families Alike and Different? 85–86; What Is My Personal History? 105–106</p> <p>TG: Active Reading & Lesson Summary pages 81–82, 85–86, 105–106</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>
K.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.	<p>FC: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90</p> <p>SW: How Are Families Alike and Different? 85–86; How Do We Celebrate? 89–90</p> <p>TG: Active Reading & Lesson Summary pages 85–86, 89–90</p>	<p>TG: Unit 4: Mod A: Apple Pie 4th of July; Poetry: “Grandmas and Grandpas;” Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<ul style="list-style-type: none"> ➤ Students will explain how their family celebrates birthdays or other special days. 	<p>FC: How Do We Celebrate? 89–90 SW: How Do We Celebrate? 89–90 TG: Active Reading & Lesson Summary pages 89–90</p>	<p>TG: Unit 4: Mod A: Apple Pie 4th of July; Poetry: “Grandmas and Grandpas”</p>
<p>K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p>	<p>FC: How Are Families Alike and Different? 85–86 SW: How Are Families Alike and Different? 85–86 TG: Active Reading & Lesson Summary pages 85–86</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Poetry: “Grandmas and Grandpas;” Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”; Unit 6: Mod B: Neighborhood Walk: City</p>
<ul style="list-style-type: none"> ➤ Students will learn about and respect individual differences. 	<p>FC: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84, How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96 SW: How Are People Alike and Different? 81–82; Reading Skills: Compare and Contrast, 83–84, How Are Families Alike and Different? 85–86; What Are Other Cultures Like? 95–96 TG: Active Reading & Lesson Summary pages 81–82, 83–84, 85–86, 95–96</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Poetry: “Grandmas and Grandpas;” Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p>		
<p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p>	<p>FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92 SW: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 87–88, 89–90, 91–92</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures; Poetry: “Kids,” “It’s a Small World”</p>
<p>➤ Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.</p>	<p>FC: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92 SW: What Is Culture? 87–88; How Do We Celebrate? 89–90; What are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 87–88, 89–90, 91–92</p>	<p>TG: Unit 4: Learning About Each Other and the World: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Mod B: Making Music; Clothes in Many Cultures</p>
<p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.</p>	<p>FC: What Are Our Country’s Symbols? 24–25; What Are National Holidays? 91–92 SW: What Are Our Country’s Symbols? 21–22; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 21–22, 91–92</p>	<p>TG: Unit 4: Mod A: Apple Pie 4th of July</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<ul style="list-style-type: none"> ➤ 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. 	<p>FC: What are National Holidays? 91-92 SW: What are National Holidays? 91-92 TG: Active Reading & Lesson Summary pages 91-92</p>	<p>TG: Unit 4: Mod A: Apple Pie 4th of July</p>
<ul style="list-style-type: none"> ➤ Students will identify American symbols such as the Liberty Bell and the bald eagle. 	<p>FC: What Are Our Country’s Symbols? 24-25; What Are Our Country’s Monuments? 26-27 SW: What Are Our Country’s Symbols? 21-22; What Are Our Country’s Monuments? 23-24 TG: Active Reading & Lesson Summary pages 21-22, 23-24</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Apple Pie 4th of July</p>
<ul style="list-style-type: none"> ➤ Students will learn the Pledge of Allegiance. 	<p>FC: For supporting material please see: What Are Our Country’s Symbols? 24-25 SW: For supporting material please see: What Are Our Country’s Symbols? 21-22 TG: Active Reading & Lesson Summary pages 21-22</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Apple Pie 4th of July</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<ul style="list-style-type: none"> ➤ Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag. 	<p>FC: For supporting material please see: What Are Our Country's Symbols? 24–25 SW: For supporting material please see: What Are Our Country's Symbols? 21–22 TG: Active Reading & Lesson Summary pages 21–22</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Apple Pie 4th of July</p>
<ul style="list-style-type: none"> ➤ Students will learn patriotic songs including the national anthem, "America the Beautiful," and "America." 	<p>FC: For supporting material please see: What Are Our Country's Symbols? 24–25; What Are National Holidays? 91–92 SW: For supporting material please see: What Are Our Country's Symbols? 21–22; What Are National Holidays? 91–92 TG: Active Reading & Lesson Summary pages 21–22, 91–92</p>	<p>TG: For supporting material please see: Unit 4: Mod A: Apple Pie 4th of July; Mod B: Making Music</p>
<i>Civic Ideals and Practices</i>		
K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.		
<p>K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11 SW: What Are Rights? What Are Responsibilities? 7–8 TG: Active Reading & Lesson Summary pages 7–8</p>	<p>TG: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>➤ 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).</p>	<p>FC: What Are Rights? What Are Responsibilities? 10–11; How Do We Get Along with Others? 12–13 SW: What Are Rights? What Are Responsibilities? 7–8 How Do We Get Along with Others? 9–10 TG: Active Reading & Lesson Summary pages 7–8, 9–10</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 6: Mod A: On the Town: A Community Adventure</p>
<p>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.</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20</p>	<p>TG: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood</p>
<p>➤ 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 messenger).</p>	<p>FC: What Makes a Good Citizen? 8–9; How Do We Get Along with Others? 12–13; Collaboration and Creativity: Problem Solving, 22–23 SW: What Makes a Good Citizen? 5–6; How Do We Get Along with Others? 9–10; Collaboration and Creativity: Problem Solving, 19–20 TG: Active Reading & Lesson Summary pages 5–6, 9–10, 19–20</p>	<p>TG: For supporting material please see: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
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.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14	TG: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood
➤ Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14	TG: For supporting material please see: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood
K.5b People in authority make rules and laws that provide for the health and safety of all.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14	TG: For supporting material please see: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood
➤ 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).	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14	TG: For supporting material please see: Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood
K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.	FC: What Rules Do We Follow? 16–17 SW: What Rules Do We Follow? 13–14 TG: Active Reading & Lesson Summary pages 13–14	TG: For supporting material please see: Unit 6: Mod A: Places in My Neighborhood

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<ul style="list-style-type: none"> ➤ Students will be given an opportunity to create new rules as needed for class activities. 	<p>FC: For supporting material please see: What Rules Do We Follow? 16–17; How Do We Make Decisions? 20–21</p> <p>SW: For supporting material please see: What Rules Do We Follow? 13–14; How Do We Make Decisions? 17–18</p> <p>TG: Active Reading & Lesson Summary pages 13–14, 17–18</p>	<p>TG: For supporting material please see: Unit 6: Mod A: Places in My Neighborhood</p>
<i>Geography, Humans, and the Environment</i>		
K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.		
<p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p>	<p>FC: What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; What Do Globes Show? 68–69</p> <p>SW: What Do Maps Show? 57–58; Map Skills: Cardinal Directions, 59–60; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary pages 57–58, 59–60, 61–62</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>
<ul style="list-style-type: none"> ➤ Students will identify the differences and similarities between a globe and a map. 	<p>FC: What Do Maps Show? 58–59; What Do Globes Show? 68–69</p> <p>SW: What Do Maps Show? 57–58; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary pages 57–58, 61–62</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
K.6b Places and regions can be located on a map or globe using geographic vocabulary.	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69</p> <p>SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>
<ul style="list-style-type: none"> ➤ Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital). 	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59</p> <p>SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58</p> <p>TG: Active Reading & Lesson Summary pages 55–56, 57–58</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>
K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.	<p>FC: Where Are Places Located? 56–57; What Do Maps Show? 58–59; What Do Globes Show? 68–69</p> <p>SW: Where Are Places Located? 55–56; What Do Maps Show? 57–58; What Do Globes Show? 67–68</p> <p>TG: Active Reading & Lesson Summary pages 55–56, 57–58, 61–62</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>➤ 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).</p>	<p>FC: Where Are Places Located? 56–57 SW: Where Are Places Located? 55–56 TG: Active Reading & Lesson Summary pages 55–56</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; Unit 5: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure; Places in My Neighborhood; Poetry: “Our Block,” “This Is My Community”; Mod B: Neighborhood Walk: City; Poetry: “Manhattan Lullaby,” “Skyscraper”</p>
<p>K.7 People and communities are affected by and adapt to their physical environment.</p>		
<p>K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.</p>	<p>FC: What Is the Weather Like? 70–71; What Are the Seasons? 72–73 SW: What Is the Weather Like? 69–70; What Are the Seasons? 71–72 TG: Active Reading & Lesson Summary pages 69–70, 71–72</p>	<p>TG: Unit 1: Mod B: Life in a Pond; Unit 2: Mod A: Four Seasons Make a Year; Poetry: “Seasons of the Year”; Unit 3: Mod A: Come On, Rain!; The Snowy Day; Poetry: “Spring Rain”; Mod B: What Will the Weather Be?; Poetry: “Weather Together,” Weather”</p>
<p>➤ Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.</p>	<p>FC: What Is the Weather Like? 70–71; What Are the Seasons? 72–73 SW: What Is the Weather Like? 69–70; What Are the Seasons? 71–72 TG: Active Reading & Lesson Summary pages 69–70, 71–72</p>	<p>TG: Unit 1: Mod B: Life in a Pond; Unit 2: Mod A: Four Seasons Make a Year; Poetry: “Seasons of the Year”; Unit 3: Mod A: Come On, Rain!; The Snowy Day; Poetry: “Spring Rain”; Mod B: What Will the Weather Be?; Poetry: “Weather Together,” Weather”</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<i>Time, Continuity, and Change</i>		
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.	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108, 109–110, 111–112, 113–114</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip?; A House for Hermit Crab; Unit 2: Mod A: The Little House; Four Seasons Make a Year; Performance-Based Assessment: Narrative Task, Write About Changes, 142–149; Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Performance-Based Assessment: Narrative Task: Write About a Day With My Friend, 142–149; Unit 5: Mod A: The Tiny Seed; Unit 6: Mod A: On the Town: A Community Adventure</p>
<p>➤ 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>	<p>FC: What Is My Personal History? 104–105; Sequence, 106–107; How Do We Talk About Time? 108–109; How Do We Measure Time? 110–111; What Is a Timeline? 112–113</p> <p>SW: What Is My Personal History? 105–106; Sequence, 107–108; How Do We Talk About Time? 109–110; How Do We Measure Time? 111–112; What Is a Timeline? 113–114</p> <p>TG: Active Reading & Lesson Summary pages 105–106, 107–108, 109–110, 111–112, 113–114</p>	<p>TG: Unit 2: Mod A: Four Seasons Make a Year; Performance-Based Assessment: Narrative Task, Write About Changes, 142–149; Unit 3: Mod A: The Snowy Day; Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Performance-Based Assessment: Narrative Task: Unit 5: Mod A: The Tiny Seed; Unit 6: Mod A: On the Town: A Community Adventure</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	<p>FC: Who Are American Folk Heroes?, 93–94; How Can We Learn About History? 114–115; Who Are American Heroes From the Past? 118–119</p> <p>SW: Who Are American Folk Heroes?, 93–94; How Can We Learn About History? 115–116; Who Are American Heroes From the Past? 119–120</p> <p>TG: Active Reading & Lesson Summary pages 93–94, 115–116, 119–120</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? ; A House for Hermit Crab; Unit 2: Mod A: The Little House; Four Seasons Make a Year; Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Unit 6: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure</p>
<ul style="list-style-type: none"> ➤ Students will retell a story and explain the value, idea, tradition, or important event that it expressed. 	<p>FC: Who Are American Folk Heroes?, 93–94</p> <p>SW: Who Are American Folk Heroes?, 93–94</p> <p>TG: Active Reading & Lesson Summary: Differentiated Instruction 94</p>	<p>TG: Unit 1: Mod A: Where Is Home, Little Pip? ; A House for Hermit Crab; Unit 2: Mod A: The Little House; Four Seasons Make a Year; Unit 4: Mod A: I Love Saturdays y domingos; Apple Pie 4th of July; Unit 6: Mod A: Jack’s Garden; Unit 6: Mod A: On the Town: A Community Adventure</p>
<i>Economic Systems</i>		
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 a person would like to have.	<p>FC: What Do We Need? What Do We Want? 33–34; How Do We Get What We Need or Want? 35–36</p> <p>SW: What Do We Need? What Do We Want? 31–32; How Do We Get What We Need or Want? 33–34</p> <p>TG: Active Reading & Lesson Summary pages 31–32, 33–34</p>	<p>TG: Unit 1: Mod A: Where Is Home Little Pip; A House for Hermit Crab; Mod B: A Bed for Winter; Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Clothes in Many Cultures</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

New York State Social Studies Framework Kindergarten: Self and Others	Savvas myWorld Social Studies Here We Are	ReadyGEN Text Collection
<ul style="list-style-type: none"> ➤ Students will identify basic needs (food, clothing, and shelter). 	<p>FC: What Do We Need? What Do We Want? 33 SW: What Do We Need? What Do We Want? 31 TG: Active Reading & Lesson Summary pages 31–32</p>	<p>TG: Unit 1: Mod A: Where Is Home Little Pip; A House for Hermit Crab; Mod B: A Bed for Winter; Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Clothes in Many Cultures</p>
<ul style="list-style-type: none"> ➤ Students will distinguish between a need and a want. 	<p>FC: What Do We Need? What Do We Want? 33–34 SW: What Do We Need? What Do We Want? 31–32 TG: Active Reading & Lesson Summary pages 31–32</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home Little Pip; A House for Hermit Crab; Mod B: A Bed for Winter; Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Clothes in Many Cultures</p>
<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.</p>	<p>FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages 45–46</p>	<p>TG: Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Making Music; Clothes in Many Cultures</p>
<ul style="list-style-type: none"> ➤ Students will identify examples of goods and services. 	<p>FC: What Are Goods and Services? 47–48 SW: What Are Goods and Services? 45–46 TG: Active Reading & Lesson Summary pages 45–46</p>	<p>TG: Unit 2: Mod B: Farming Then and Now; Unit 4: Mod B: Making Music; Clothes in Many Cultures</p>
<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>FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; A House for Hermit Crab; A Bed for Winter</p>

**A Correlation of Savvas myWorld Social Studies, Here We Are, and ReadyGen
to the New York State Social Studies Framework, Kindergarten**

<p align="center">New York State Social Studies Framework Kindergarten: Self and Others</p>	<p align="center">Savvas myWorld Social Studies Here We Are</p>	<p align="center">ReadyGEN Text Collection</p>
<p>➤ Students will identify examples of scarcity.</p>	<p>FC: Why Do We Make Choices? 45–46 SW: Why Do We Make Choices? 43–44 TG: Active Reading & Lesson Summary pages 43–44</p>	<p>TG: For supporting material please see: Unit 1: Mod A: Where Is Home, Little Pip?; A House for Hermit Crab; A Bed for Winter</p>