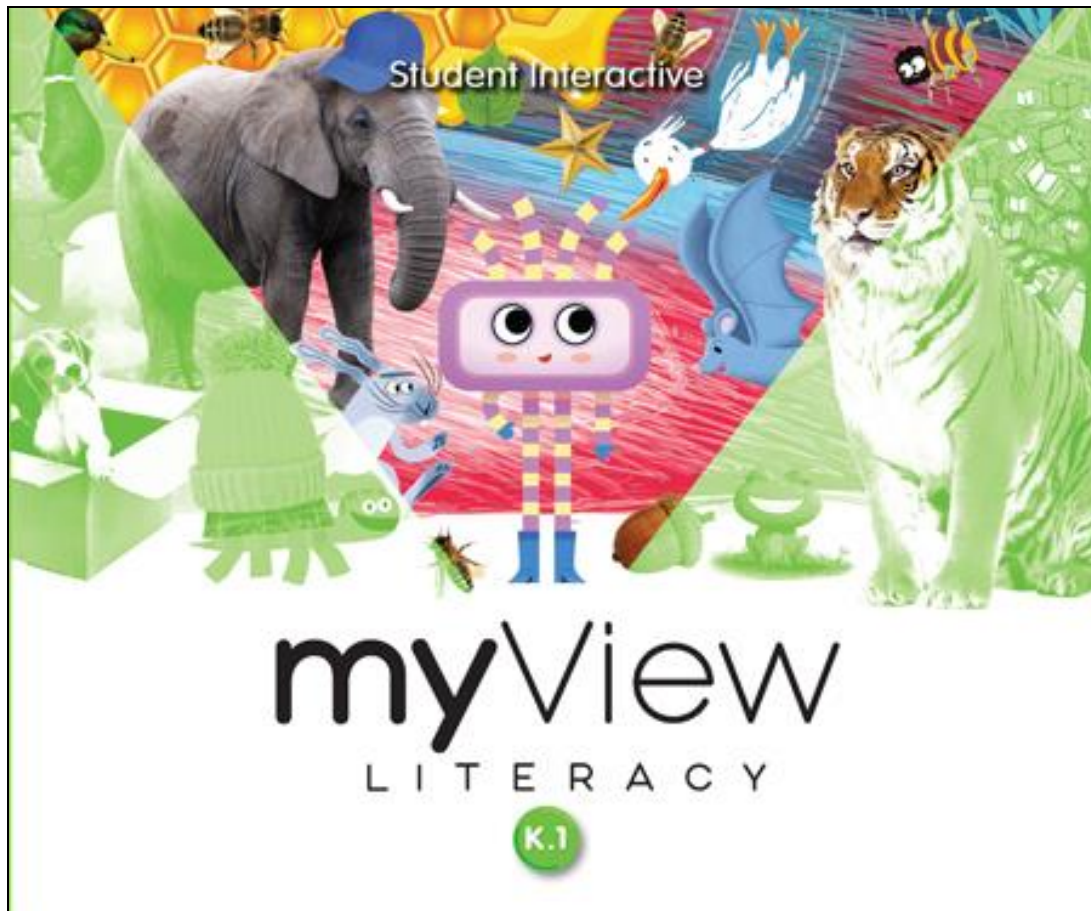


**A Correlation of**



**To the**

**English Language Arts/Literacy  
Grade-Level Instructional Materials  
Evaluation Tool  
Kindergarten**

# **A Correlation of myView Literacy, Kindergarten, ©2020 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades K-1**

## **Introduction**

This document demonstrates how *myView Literacy, ©2020* meets the *English Language Arts/Literacy Grade-Level Instructional Materials Evaluation Tool*. Correlation includes program descriptions with supporting program 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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<p><b>NON-NEGOTIABLE 1: TEXT COMPLEXITY</b></p>	
<p><i>Assessing text complexity in kindergarten and grade one is more a qualitative than quantitative process. The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts—particularly anchor texts—your district is considering for adoption. Anchor texts are materials designed to serve as the central unifying tool for the development of reading comprehension. While evaluations of text complexity formally begin with grade two student reading materials, texts, and other materials in kindergarten and grade one need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p align="center"><b>Guiding Statements</b></p>	<p align="center"><b>Specific Evidence from the Text/Materials</b></p>
<p><b>Literature and Informational Text</b></p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons and text-dependent questions and tasks during reading. The questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see:</p> <p><b>Unit 1</b> Compare Texts, T64–T65, T109, T134–T135, T249, T274–T275</p> <p><b>Unit 2:</b> Main Idea, T38, T45, T54–T55, T81, T319</p> <p><b>Unit 3:</b> Characters, T83, T159–T160 Plot, T84, T161–T162 Make Inferences, T136–T137</p>

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<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout all levels of Pearson's <i>myView Literacy</i> ©2020 short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups.</p> <p>For examples see:</p> <p><b>Unit 1:</b> <i>Too Many Places to Hide</i>, T112–T119 (Realistic Fiction) <i>At the Library</i>, T182–T189 (Informational Text) <i>Where Is Twister?</i>, T252–T259 (Realistic Fiction)</p> <p><b>Unit 2:</b> <i>Open Wide!</i>, T252–T259 (Informational Text)</p> <p><b>Unit 3:</b> <i>The Gingerbread Man</i>, T114–T119 (Fairy Tale)</p> <p><b>Unit 4:</b> <i>Cars Are Always Changing</i>, T42–T49 (Narrative Nonfiction) <i>Uncovering the Past</i>, T112–T119 (Narrative Nonfiction) <i>Grandma's Phone</i>, T182–T189 (Fiction)</p> <p><b>Unit 5:</b> <i>Weather Around the World</i>, T40–T47 (Informational Text) <i>A Desert in Bloom</i>, T106–T113 (Informational Text) "Wehh-dooj" (It's Raining), T174–T175 (Poetry) "Ees-aw-hah' Ees-aeH" (The Sun Shining), T176–T177 (Poetry)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts. For student reading materials in kindergarten and grade one, refer to the <i>Alignment Criteria for Foundational Skills</i> (4a-4d of this document). Read aloud anchor texts should fall within or above the grades two through three text complexity band.</p>	<p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, and Trade Books.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App. Each week includes a Listening Comprehension selection running across the complexity band.</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p> <p>For examples see:</p> <p><b>Unit 2:</b> Book Club, T207, T347, T398–T415 Leveled Readers Library List, T10–T11</p> <p><b>Unit 3:</b> Reading Workshop: Whole Group: T114–T127, T132–T133, T136–T137 Small Group, T128–T131, T134–T135, T138–T141 Listening Comprehension, T106–T107</p>

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<p><b>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</b></p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw students' attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the kindergarten and grade one standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p><b>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</b></p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In kindergarten and grade one, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p><b>Literature and Informational Text</b></p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in kindergarten and grade one. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myView Literacy</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading.</p> <ul style="list-style-type: none"> <li>• <i>Independent Reading</i> and <i>Independent Writing</i> options provide students opportunities to excel.</li> <li>• A <i>Project-Based Inquiry</i> completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions.</li> <li>• <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books.</li> <li>• <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers.</li> </ul>

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<p>(Continued)</p>	<p>(Continued)</p> <p>For examples see:</p> <p><b>Unit 1:</b> Project Based Inquiry, <b>U1:</b> T386–T397</p> <p><b>Unit 2:</b> Independent Reading, T123 Leveled Readers, T178–T179 Book Club, T207, T347, T398–T415</p> <p><b>Unit 5:</b> Project Based Inquiry, T370–T381</p> <p>For examples of texts across subjects and themes see:</p> <p><b>Unit 3:</b> <i>How Anansi Got His Stories</i>, T42–T51 (Folktale) <i>The Gingerbread Man</i>, T114–T119 (Fairy Tale) <i>The Story of Cornbread Man</i>, T120–T125 (Fairy Tale) <i>Mosni Can Help</i>, T330–T337 (Myth)</p> <p><b>Unit 4:</b> <i>Grandma’s Phone</i>, T182–T189 (Fiction) <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252–T259 (Narrative Nonfiction) <i>Tempura, Tempura</i>, T322–T329 (Fiction)</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>Texts have been chosen in Pearson's <i>myView Literacy</i> ©2020 with the multicultural society that today's students inhabit. The authors, the illustrations, and the materials represent the rich cultural literary legacy throughout the world.</p> <p><b>Unit 3:</b> <i>How Anansi Got His Stories</i>, T42–T51 (Folktale) <i>Mosni Can Help</i>, T330–T337 (Myth)</p> <p><b>Unit 4:</b> <i>Grandma’s Phone</i>, T182–T189 (Fiction) <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252–T259 (Narrative Nonfiction) <i>Tempura, Tempura</i>, T322–T329 (Fiction)</p>



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<p>1c. Materials include a rich and diverse sampling of literary texts, including poems and stories with relevant illustrations.</p>	<p><b>Unit 1:</b> <i>Where Is Twister?</i>, T252–T259 (Realistic Fiction)</p> <p><b>Unit 3:</b> <i>How Anansi Got His Stories</i>, T42–T51 (Folktale) “Duck Meets the Moon,” T192 (Poetry) “Humpty Dumpty,” T193–T194 (Poetry) “Hickory, Dickory, Dock,” T195 (Poetry) <i>The Best Story</i>, T260–T267 (Fiction)</p> <p><b>Unit 5:</b> “Wehh-dooj” (It’s Raining), T174–T175 (Poetry) “Ees-aw-hah’ Ees-ae’h” (The Sun Shining), T176–T177 (Poetry)</p>
<p>1d. The range of informational texts include:</p>	
<ul style="list-style-type: none"> <li>• At least two selections on the same topic</li> </ul>	<p><b>Unit 3:</b> <i>The Gingerbread Man</i>, T114–T119 (Fairy Tale) <i>The Story of Cornbread Man</i>, T120–T125 (Fairy Tale)</p> <p><b>Unit 5:</b> <i>Tornado Action Plan</i>, T238–T243 (Informational Text) <i>Blizzard Action Plan</i>, T244–T249 (Informational Text)</p>
<ul style="list-style-type: none"> <li>• Selections with various text features such as headings, tables of contents, glossaries, and illustrations</li> </ul>	<p><b>Unit 2:</b> <i>Animals on the Move</i>, T42–T49 (Informational Text) <i>From Nectar to Honey</i>, T112–T119 (Informational Text)</p> <p><b>Unit 5:</b> <i>Weather Around the World</i>, T40–T47 (Informational Text) <i>A Desert in Bloom</i>, T106–T113 (Informational Text) <i>Tornado Action Plan</i>, T238–T243 (Informational Text) <i>Blizzard Action Plan</i>, T244–T249 (Informational Text)</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>The collections of texts in <i>myView Literacy</i> include a rich mixture of literary and informative texts chosen for both content and grade level interest. Listening Comprehension texts, Text Selections, Leveled Readers, and Book Club Selections allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p> <p>For a complete listing of text complexity see: <i>PearsonRealize.com</i>, <i>myView Literacy: Text Complexity Charts</i>. <i>PearsonRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p> <p>For examples see:</p> <p><b>Unit 2:</b> Listening Comprehension, T34– T35, T104–T105, T314–T315 Book Club, T207, T347, T398–T415</p> <p><b>Unit 3:</b> Listening Comprehension, T34–T35, T106–T107, T322– T323 Leveled Readers, T38–T39</p> <p><b>Unit 4:</b> Listening Comprehension, T244–T245, T314–T315</p>

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<p align="center"><b>ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</b></p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET). Texts for kindergarten and grade one students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions (CCSS).</i></p>	
<p><b>Literature and Informational Text</b></p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> <li>• Asking and answering questions about key details in the text</li> </ul>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b>  Realistic Fiction, T36–T37, T40  Ask and Answer Questions, T109, T117, T128–T129, T291, T292  Listening Comprehension: Read Aloud, T244–T245  Respond and Analyze, T48–T49, T118–T119, T188–T189, T258–T259, T329  Create New Understandings, T272  Focus on Strategies, T328</p> <p><b>Unit 2:</b>  Ask and Answer Questions, T109, T117, T128–T129, T187, T193, T195, T206–T207  Find Important Details, T319, T325, T327, T338–T339  Respond and Analyze, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329  Read Like a Writer: Ask and Answer Questions, T255</p> <p><b>Unit 3:</b>  Ask and Answer Questions, T187  Close Read: Ask and Answer Questions, T193, T195  Ask and Answer Questions, T206–T207  Read: First Read Strategies, T260</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b> Find Important Details, T39, T47, T58–T59 Respond and Analyze, T48–T49, T118–T119, T258–T259 Ask and Answer Questions, T319, T327 Respond and Analyze, T188–T189, T328–T329</p> <p><b>Unit 5:</b> Ask: Think Aloud, T42 Ask and Answer Questions, T77–T78, T143– T146, T235, T241, T247, T260–T261 Find Important Details, T103, T109, T122–T123 Respond and Analyze, T46–T47, T112–T113, T250–T251</p>
<p>• Retelling familiar stories, including key details</p>	<p><b>Unit 1:</b> My View, T118 Retell a Story, T105, T134–T135</p> <p><b>Unit 3:</b> My View, T126 Talk About It, T142–T143</p> <p><b>Unit 4:</b> Talk About It, T344–T345</p> <p><b>Unit 5:</b> Talk About It, T330 Whole Group, T333</p>
<p>• Identifying and describing characters, settings, and major events in a story</p>	<p><b>Unit 1:</b> Realistic Fiction, T36–T37, T106–T107, T246– T247 Identify and Describe Characters, T38, T45, T47, T54–T55, T56 Wrap-Up, T105 Describe Setting, T248, T255, T257, T264–T265, T266 First Read: Look: Think Aloud, T254 Describe Plot, T108, T115, T117, T124–T125</p> <p><b>Unit 2:</b> Identify and Describe Characters, T178, T185, T194–T195, T197 My View, T188</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 3:</b>            Strategy Group: Identify Fairy Tales, T112            First Read: Read: Think Aloud, T118            Setting, T83, T158            Explore Characters, T159            Think Aloud: Analyze: Fiction, T252            Plot, T84, T161–T162, T326, T335, T342–T343</p> <p><b>Unit 4:</b>            Describe Setting, T81, T150, T178, T194–T195,            T196            Whole Group, T197, T321            Language of the Genre, T316            Plot, T82, T153–T154</p> <p><b>Unit 5:</b>            Discuss Characters in Drama, T306, T313, T315,            T322–T323</p>
<p>• Identifying the main topic of a text</p>	<p><b>Unit 1:</b>            Find Main Idea/Use Text Evidence, T185, T194–            T195, T196, T197            Main Idea and Details, T325, T327, T338–T339            Talk About It, 344</p> <p><b>Unit 2:</b>            Find Main Idea and Supporting Details, T38,            T45, T54–T55, T81            Talk About it, T64–T65            Explore Details, T153</p> <p><b>Unit 4:</b>            Find Main Idea and Supporting Details, T108,            T117, T124–T125, T126, T127            My View, T118</p> <p><b>Unit 5:</b>            My View, T112, T250            Compare Texts, T266            Whole Group, T267            Main Idea and Details, T103, T109, T122–T123</p>

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<ul style="list-style-type: none"> <li>• Describing the connection between two individuals, events, or ideas in a text</li> </ul>	<p><b>Unit 1:</b> Make Connections, T319, T327, T338–T339</p> <p><b>Unit 4:</b> Unit Opener, T13 Describe Connections, T38, T45, T54–T55, T56–T57 Find Main Idea and Supporting Details, T108, T117, T124–T125, T126, T127 Create New Understandings, T268–T269</p>
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> <li>• Determining the meanings of unknown words and phrases in stories, poems, and informational texts</li> </ul>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329 Academic Vocabulary, T64, T124, T128, T134, T194, T198, T204, T264, T274, T334, T338, T344</p> <p><b>Unit 2:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329 Academic Vocabulary, T54, T58, T64, T124, T128, T134, T194, T198, T204, T264, T268, T334, T338, T344</p> <p><b>Unit 3:</b> Develop Vocabulary, T50– T51, T126–T127, T196–T197, T266–T267, T336–T337 Academic Vocabulary, T56, T60, T66, T132, T136, T142, T202, T206, T212, T272, T276, T342, T346, T352</p> <p><b>Unit 4:</b> Develop Vocabulary, T48–T49, T118–T119, T258–T259 Academic Vocabulary, T54, T58, T64, T124, T128, T134, T194, T204, T264, T268, T338, T344</p> <p><b>Unit 5:</b> Develop Vocabulary, T46–T47, T112–T113, T178–T179, T250–T251, T316–T317 Academic Vocabulary, T52, T56, T60, T118, T122, T126, T184, T188, T192, T256, T260, T264, T322, T326, T330</p>

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<p>• Recognizing and explaining the differences between common types of text both literary (such as storybooks and poems) and informational</p>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b> Genre Immersion Lesson, T80 Genre: Realistic Fiction, T36–T37, T106–T107, T246–T247 Matching Texts to Learning (Leveled Readers), T38–T39, T108–T109, T178–T179, T248–T249, T318–T319 Types of Books, T220</p> <p><b>Unit 2:</b> Genre: Fiction, T176–T177 Genre: Poetry, T300–T301 Matching Texts to Learning (Leveled Readers), T38–T39, T108–T109, T178–T179, T318–T319</p> <p><b>Unit 3:</b> Genre: Fairy Tale, T108–T109 Genre: Folk Tale, T36–T37 Genre: Poetry, T168–T169, T184–T185 Genre: Fiction, T82–T84, T254–T255 Genre: Myth, T324–T325 Matching Texts to Learning (Leveled Readers), T38–T39, T110–T111, T186–T187, T256–T257, T326–T327</p> <p><b>Unit 4:</b> Analyze Fiction, T174, T176–T177, T178, T180, T314, T316–T317, T318 Genre: Poetry, T300–T301 Matching Texts to Learning (Leveled Readers), T108–T109, T178–T179, T248–T249, T318–T319</p> <p><b>Unit 5:</b> Genre: Poetry, T152–T153, T166–T167, T372–T373 Genre: Drama/Play, T304–T305, T306, T313, T315, T322–T323 Matching Texts to Learning (Leveled Readers), T36–T37, T102–T103, T168–T169, T234–T235, T306–T307</p>

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<ul style="list-style-type: none"> <li>• Naming the author and illustrator and describing their roles in telling the story or presenting ideas</li> </ul>	<p><b>Unit 1:</b> Explore Meet the Author, T153 Apply Meet the Author, T154 Author/Illustrator, T252</p> <p><b>Unit 4:</b> Author/Illustrator, T42</p> <p><b>Unit 5:</b> Connect Text and Illustrations, T36, T43, T52–T53 Illustrations/Photographs, T347</p>
<ul style="list-style-type: none"> <li>• Recognizing and using various features in informational texts (such as headings or glossaries) to locate information</li> </ul>	<p><b>Unit 1:</b> Title Page, Covers, Front and Back, T182, T360 Parts of a Book, T150 Apply Meet the Author, T154 Author/Illustrator, T252</p> <p><b>Unit 3:</b> Title Page, Covers, Front and Back, T42</p> <p><b>Unit 4:</b> Title Page, Covers, Front and Back, T322 Author/Illustrator, T42 Print Awareness, T112</p> <p><b>Unit 5:</b> Connect Text and Illustrations, T36, T43, T52–T53 Illustrations/Photographs, T347</p>



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<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> <li>• Comparing and contrasting the experiences of characters in stories</li> </ul>	<p><b>Unit 1:</b> Identify and Describe Characters, T38, T45, T47, T54–T55 Compare Texts, T39, T64–T65, T109, T134–T135, T249, T274–T275 Write to Sources, T64–T65</p> <p><b>Unit 2:</b> Identify and Describe Characters, T178, T185, T194–T195 Compare Texts, T179</p> <p><b>Unit 3:</b> Compare and Contrast Stories, T110, T119, T125, T132–T133 Respond and Analyze, T196 Compare Texts, T39, T66–T67, T111, T114, T120, T142–T143, T187, T212–T213, T257, T282–T283, T327, T352–T353, T376–T377</p> <p><b>Unit 4:</b> Compare Texts, T179, T204–T205, T319, T344–T345</p> <p><b>Unit 5:</b> First Read, T174 Compare Texts, T169, T192–T193, T307, T330–T331, T354–T355</p>
<ul style="list-style-type: none"> <li>• Describing the key ideas conveyed in illustrations</li> </ul>	<p><b>Unit 1:</b> Introduce the Test: Read, T112 My View, T118 Student Interactive, T231</p> <p><b>Unit 2:</b> Introduce the Text: Read, T182 Identify and Describe Characters, T194–T195 Graphics, T220 Describe Setting, T194–T195</p> <p><b>Unit 3:</b> Explore the Infographic, T20 Introduce the Text: Read, T42</p>

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<ul style="list-style-type: none"> <li>Identifying reasons authors give to support points and the similarities between two texts on the same topic</li> </ul>	<p><b>Unit 1:</b> Make Connections, T204–T205 Compare Texts, T344–T345, T368–T369</p> <p><b>Unit 2:</b> Write to Sources, T344–T345 Strategy Group: Compare Texts, T346 Reflect and Share, T64–T65, T134–T135 Compare Texts, T39, T64–T65, T109, T134–T135, T249, T274–T275</p> <p><b>Unit 3:</b> Explore the Infographic, T92–T93</p> <p><b>Unit 4:</b> Compare Texts, T39, T64–T65, T109, T134–T135, T249, T274–T275</p> <p><b>Unit 5:</b> Close Read, T243 Compare and Contrast Texts, T234, T256–T257 Compare Texts, T37, T60–T61, T103, T126–T127, T235, T264–T265</p>

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<p align="center"><b>ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</b></p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. In kindergarten and grade one, students perform age-appropriate writing tasks and assignments with support and guidance from the teacher. For details on text types and purposes, production and distribution of writing, research to build and present knowledge, and the range of writing in kindergarten and grade one, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and materials are organized to elicit responses to sources in age-appropriate ways. This might include activities such as dictation or making pictures to express thoughts in addition to writing, with support from the teacher.</p>	<p><b>Unit 1:</b> Reflect and Share: Write to Sources, T64–T65, T204–T205</p> <p><b>Unit 2:</b> Reflect and Share: Write to Sources, T134–T135, T344–T345 List, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 3:</b> Reflect and Share: Write to Sources, T212–T213, T352–T353 Fiction, T78–T87, T154–T163, T224–T233, T294–T303, T364–T373</p> <p><b>Unit 4:</b> Reflect and Share: Write to Sources, T134–T135, T274–T275 Personal Narrative, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 5:</b> Reflect and Share: Write to Sources, T60–T61, T192–T193 Literary Nonfiction, T72–T81, T138–T147, T204–T213, T276–T285, T342–T351</p>

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<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> <li>• Opinion writing, in which students introduce a topic or name a book, state an opinion, and supply a reason for the opinion (using a combination of drawing, dictating, and writing at the kindergarten level)</li> </ul>	<p><b>Unit 1:</b> Write to Sources, T64, T204 Project-Based Inquiry: Write a Persuasive Text, T386–T397</p> <p><b>Unit 3:</b> Write to Sources, T352–T353 Project-Based Inquiry: Write a Persuasive Text About Your Favorite Book, T394–T405</p> <p><b>Unit 4:</b> My View, T328</p> <p><b>Unit 5:</b> Project-Based Inquiry: Persuasive Poetry, T370–T381</p>
<ul style="list-style-type: none"> <li>• Informative/explanatory writing, in which students name a topic and supply facts about the topic (using a combination of drawing, dictating, and writing at the kindergarten level)</li> </ul>	<p><b>Unit 2:</b> List, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365 Project-Based Inquiry: Informational Writing, T386–T397</p> <p><b>Unit 4:</b> Project-Based Inquiry: Informational Writing, T388–T399</p> <p><b>Unit 5:</b> Literary Nonfiction, T72–T81, T138–T147, T204–T213, T276–T285, T342–T351</p>
<ul style="list-style-type: none"> <li>• Narrative writing, in which students recount two or more appropriately sequenced events, including details about what happened (using a combination of drawing, dictating, and writing at the kindergarten level)</li> </ul>	<p><b>Unit 3:</b> Fiction, T78–T87, T154–T163, T224–T233, T294–T303, T364–T373</p> <p><b>Unit 4:</b> Personal Narrative, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 5:</b> What You Know About Your Topic, T142</p>

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<p>3c. Reading materials can serve as models to explore writer’s craft and support student production of grade-level opinion, informational, and narrative writing.</p>	<p><b>Unit 1:</b> Reflect and Share: Write to Sources, T64–T65, T204–T205</p> <p><b>Unit 2:</b> Reflect and Share: Write to Sources, T134–T135, T344–T345 List, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 3:</b> Reflect and Share: Write to Sources, T212–T213, T352–T353 Fiction, T78–T87, T154–T163, T224–T233, T294–T303, T364–T373</p> <p><b>Unit 4:</b> Reflect and Share: Write to Sources, T134–T135, T274–T275 Personal Narrative, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 5:</b> Reflect and Share: Write to Sources, T60–T61, T192–T193 Literary Nonfiction, T72–T81, T138–T147, T204–T213, T276–T285, T342–T351</p>

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<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the kindergarten and grade one writing standards, including:</p>	
<ul style="list-style-type: none"> <li>• Focusing on a topic, responding to questions from peers, and adding details to strengthen writing as needed</li> </ul>	<p><b>Unit 1:</b> Explore Independent Writing and Conferences, T83, T84 Writing Support, T152 Writing Club, T290 Make and Respond to Suggestions, T293–T294 Incorporating Peer Feedback, T361, T362</p> <p><b>Unit 2:</b> Writing Club, T225 Edit T361, T394</p> <p><b>Unit 3:</b> Apply Edit for Complete Sentences, T300 Celebration, T371 Assessment, T372</p> <p><b>Unit 4:</b> Compose Setting, T150 Writing Club, T225 Edit for Punctuation Marks, T290 Revise and Edit, T396 Differentiated Support: Intervention/Extend, T397</p> <p><b>Unit 5:</b> Explore &amp; Apply Graphics, T211, T212 Add Details, T347 Prepare for Celebration, T348 Confer: Reflect, T378</p>

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<ul style="list-style-type: none"> <li>• Exploring and starting to use a variety of digital tools to produce and publish writing, including in collaboration with peers</li> </ul>	<p><b>Unit 1:</b> Publish, Celebrate, and Assess, T356–T365 Explore Infographics, T21</p> <p><b>Unit 2:</b> Publish, Celebrate, and Assess, T356–T365 Sources, T390 Customize It! Use Technology, T392 Celebrate and Reflect, T396–T397</p> <p><b>Unit 3:</b> Publish, Celebrate, and Assess, T364–T373 Conduct Research: Use a Library Database, T398–T399 Explore Infographics, T238–T239</p> <p><b>Unit 4:</b> Publish, Celebrate, and Assess, T356–T365 Customize It!, T398</p> <p><b>Unit 5:</b> Publish, Celebrate, and Assess, T342–T351 Conduct Research: Look Online, T374–T375 Apply Digital Tools to Produce Writing, T281–T282, T283, T284–T285</p>
<p>3e. Materials provide opportunities and resources for students to participate in shared research and writing projects, including:</p>	
<ul style="list-style-type: none"> <li>• Recalling information from experiences</li> </ul>	<p><b>Unit 4:</b> Personal Narrative, T76–T85, T146–T155, T216–T225, T286–T295, T356–T365</p> <p><b>Unit 5:</b> Literary Nonfiction, T72–T81, T138–T147, T204–T213, T276–T285, T342–T351</p>

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<ul style="list-style-type: none"> <li>• Gathering information from provided sources</li> </ul>	<p><b>Unit 1:</b> Project-Based Inquiry, T386–T387, T388–T389, T390–T391, T392–T393, T394–T395, T396–T397</p> <p><b>Unit 2:</b> Project-Based Inquiry, T386–T387, T388–T389, T390–T391, T392–T393, T394–T395, T396–T397</p> <p><b>Unit 3:</b> Project-Based Inquiry, T394–T395, T396–T397, T398–T399, T400–T401, T402–T403, T404–T405</p> <p><b>Unit 4:</b> Project-Based Inquiry, T388–T389, T390–T391, T392–T393, T394–T395, T396–T397, T398–T399</p> <p><b>Unit 5:</b> Project-Based Inquiry, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381</p>



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<p><b>ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS</b></p>	
<p><i>Effective instruction on foundational skills in kindergarten and grade one includes explicit and systematic lessons and diagnostic support in concepts of print, the alphabetic principle, phonics, phonological awareness, vocabulary development and word recognition, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Building these foundational skills must be contextualized within the materials.</i></p>	
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the kindergarten and grade one <i>Reading Standards for Foundational Skills</i> (CCSS), including concepts of print, phonological awareness, letter recognition, phonics, word recognition, and reading fluency in a research-based and transparent progression. (Refer to CCSS Appendix A for the research detailing the advancement of foundational reading skills.)</p>	<p>The elements of this standard are met throughout the program. For representative examples see the following:</p> <p><b>Concepts of Print</b>  <b>Unit 1:</b>            Title Page, Covers, Front and Back, T150, T182, T360  <b>Unit 3:</b>            Title Page, Covers, Front and Back, T42  <b>Unit 4:</b>            Print Awareness, T112  <b>Unit 5:</b>            Connect Text and Illustrations, T36, T43, T52–T53</p> <p><b>Phonological Awareness/Phonics/Letter Recognition</b>  <b>Unit 1:</b>            Word Work: Vowels, T92–T95, T102–T103, T232–T235            Handwriting: Letters <i>ll</i> and <i>li</i>, T348–T349, T352–T353  <b>Unit 2:</b>            Word Work: Vowels, T92–T95, T102–T103, T302–T309, T312–T313, T370–T371, T376–T377, T384–T385  <b>Unit 3:</b>            Word Work: Vowels, T94–T97, T104–T105, T378–T379            Handwriting: Letters <i>Bb</i> and Write Words, T216–T217, T220–T221  <b>Unit 4:</b>            Word Work: Vowels, T232–T233, T236–T237            Word Work Activity: Build Words with Letter Tiles, T377</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 5:</b> Long Vowels,T24–T27, T156–T159 Word Work Activity: Build Words with Letter Tiles, T181, T253, T319, T363</p> <p><b>Word Recognition</b></p> <p><b>Unit 1:</b> High-Frequency Words,T23, T25, T27, T33, T51, T93, T95, T97, T103, T121</p> <p><b>Unit 2:</b> High-Frequency Words, T93, T95, T97, T103, T121, T163, T305, T307, T313, T331, T371, T373, T375, T377</p> <p><b>Unit 3:</b> High-Frequency Words, T199, T241, T243, T245, T251, T269, T311, T313, T315, T321, T339, T379, T381, T383</p> <p><b>Unit 4:</b> High-Frequency Words, T165, T167, T173, T191, T233, T235, T237, T303, T305, T307, T313, T331, T371, T375</p> <p><b>Unit 5:</b> High-Frequency Words,T23, T25, T27, T31, T49, T89, T91, T93, T97, T115, T253, T293, T295</p>

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<p>4b. Materials include a variety of opportunities that allow for systematic and frequent practice of all foundational skills through such features as engaging texts, games, digital materials, etc.</p>	<p><b>Engaging Texts:</b></p> <p><b>Unit 1:</b> <i>Where Is Twister?</i>, T252–T259 (Realistic Fiction) <i>A Visit to the Art Store</i>, T322–T329 (Informational Text)</p> <p><b>Unit 3:</b> <i>The Best Story</i>, T260–T267 (Fiction) <i>Mosni Can Help</i>, T330–T337 (Myth)</p> <p><b>Unit 4:</b> <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252–T259 (Narrative Nonfiction)</p> <p><b>Unit 5:</b> “Ees-aw-hah’ Ees-aeh” (The Sun Shining), T176–T177 (Poetry)</p> <p><b>Digital materials:</b> Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p><b>Games:</b> All activities and materials in Pearson's <i>myView Literacy</i> ©2020 include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades. Detailed instruction in the Teacher’s Edition and additional support at PearsonRealize.com provides instructors with activities to encourage all students to succeed.</p> <p>For examples see: <i>Practice Games</i> in myView Games at PearsonRealize.com</p>

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<p>4c. Materials provide regular practice in encoding (spelling) and decoding (reading) the sound symbol relationships of English.</p>	<p><b>Unit 1</b>            Word Work: Consonants <i>Mm, Tt, Ss, Pp, Cc, Nn</i>, T22–T29, T32–T33, T94–T99, T102–T103, T162–T169, T172–T173, T236–T239, T242–T243, T302–T309, T312–T313, T384–T385            Word Work: Vowels, T92–T95, T102–T103, T232–T235, T242–T243, T370–T371, T376–T377            Handwriting: Letters <i>ll</i> and <i>li</i>, T348–T349, T352–T353            Segment and Blend Phonemes, T384            Word Work Activity: Build Words with Letter Tiles, T51, T381</p> <p><b>Unit 2:</b>            Word Work: Consonants <i>Dd, Kk, Ff, Hh, Ll, Gg, Ww, Yy</i>, T22–T29, T32–T33, T96–T99, T102–T103, T162–T169, T172–T173, T232–T235, T242–T243, T306–T309, T312–T313, T384–T385            Word Work: Vowels, T92–T95, T102–T103, T302–T309, T312–T313, T370–T371, T376–T377, T384–T385            Handwriting: Letters <i>Tt, Oo</i>, T68–T69, T72–T73            Handwriting: Write <i>Cc</i>, Write Words, T138–T139, T142–T143            Handwriting: Letters <i>Aa, Dd</i>, T208–T209, T212–T213            Handwriting: Forming <i>Ee, Ff</i>, T278–T279, T282–T283            Handwriting: Write Words, Letters <i>Gg</i>, T348–T349, T352–T353            Word Work Activity: Build Words with Letter Tiles, T331</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 3:</b>            Word Work: Consonants <i>Jj, Xx, Vv, Zz, Qq</i>, T22–T29, T32–T33, T98–T101, T104–T105, T170–T177, T180–T181;            Word Work: Vowels, T94–T97, T104–T105, T378–T379            Handwriting: Letters <i>Jj</i> and Letters <i>Qq</i>, T70–T71, T74–T75            Handwriting: Write <i>Uu</i>, Write <i>Ss</i>, T146–T147, T150–T15            Handwriting: Letters <i>Bb</i> and Write Words, T216–T217, T220–T221            Handwriting: Letters <i>Pp</i> and Letters <i>Rr</i>, T286–T287, T290–T291            Handwriting: Letters <i>Nn</i> and Letters <i>Mm</i>, T356–T357, T360–T361            Phonics: Introduce <i>Qq</i>, T174            Phonics: Introduce <i>Zz</i>, T170–T171            Phonics: Read and Write Words with <i>Zz</i>, T172–T173</p> <p><b>Unit 4:</b>            Word Work: Consonants, T232–T233, T236–T237, T302–T303, T306–T307, T370–T371, T380–T381;            Word Work: Vowels, T232–T233, T236–T237            Handwriting: Letters <i>Hh</i> and Write Words, T68–T69, T72–T73            Handwriting: Write <i>Vv</i> and Write <i>Yy</i>, T138–T139, T142–T143            Handwriting: Letters <i>Ww</i> and Letters <i>Xx</i>, T208–T209, T212–T213            Handwriting: Letters <i>Kk</i> and Letters <i>Zz</i>, T278–T279, T282–T283            Spelling, T70–T71, T140–T141, T210–T211, T280–T281, T350–T351, T361, T372–T373            Word Work Activity: Build Words with Letter Tiles, T377</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 5:</b>            Word Work: Consonants, T22–T23, T26–T27, T88–T89, T92–T93, T154–T155, T158–T159, T220–T225, T292–T297            Spelling, T66–T67, T132–T133, T198–T199, T270–T271, T336–T337, T346, T358–T359            Word Work Activity: Build Words with Letter Tiles T181, T253, T319, T363</p>
<p>4d. Materials guide students in reading emergent reader texts for kindergarten and grade-level texts for grade one with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>	<p>This standard is met throughout the program. For representative examples see the following:</p> <p><b>Unit 1:</b>            Listening Comprehension, T34–T35, T104–T105, T244–T245            Reflect and Share, T64–T65, T134–T135, T274–T275            Shared Read, T42–T49, T112–T119, T252– T259</p> <p><b>Unit 2:</b>            Listening Comprehension, T174–T175            Reflect and Share, T204–T205            Shared Read, T182–T189,</p> <p><b>Unit 3:</b>            Listening Comprehension, T34–T35, T106–T107, T182–T183, T252–T253, T322–T323            Reflect and Share, T66–T67, T142–T143, T212–T213, T282–T283, T352–T353            Shared Read, T42–T51, T114–T127, T190– T197, T260–T267, T330–T337</p> <p><b>Unit 4:</b>            Listening Comprehension, T174–T175, T314–T315            Reflect and Share, T204–T205, T344–T345            Shared Read, T182–T189, T322–T329</p> <p><b>Unit 5:</b>            Listening Comprehension, T164–T165, T302–T303            Reflect and Share, T192–T193, T330–T331            Shared Read, T172–T179, T310–T317</p>

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<p><b>ALIGNMENT CRITERION V: LANGUAGE</b></p>	
<p><i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills and knowledge (CCSS).</i></p>	
<p><b>Conventions of Standard English</b></p>	
<p>5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in kindergarten and grade one are designed to help build student understanding and use of:</p>	
<ul style="list-style-type: none"> <li>• Upper- and lower-case letters</li> </ul>	<p><b>Unit 1:</b> Phonics: Introduce Mm, T22–T23 Phonics: Introduce Tt, T26 Phonics: Introduce Aa, T92 Phonics Review Cc and Pp, T172–T173 Phonics: Introduce Nn, T236 Phonics: Introduce Bb, T302 Phonics Review Consonants Bb and Rr, T384–T385</p> <p><b>Unit 2:</b> Phonics: Introduce Dd, T22 Phonics: Introduce Kk, T26 Phonics: Introduce Oo, T92 Phonics: Introduce Ff, T96 Introduce Hh, T162 Phonics: Introduce Ll, T166 Phonics: Introduce Gg, T232 Phonics: Introduce Ee, T302 Phonics: Introduce Ww and Yy, T306</p> <p><b>Unit 3:</b> Phonics: Introduce Jj, T22 Phonics: Introduce Xx, T26 Phonics: Read and Write Words with Xx, T28–T29 Letter Sort, T72–T73 Phonics: Introduce Uu, T94 Phonics: Introduce Vv, T98 Phonics: Introduce Zz, T170</p> <p><b>Unit 4:</b> Phonics: Review Words for Pp and Yy, T232 Phonics: Review Words for Dd, Ff, and Vv, T302 Phonics: Reinforce Words for short and Long u, Hh, and Xx, T380</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 5:</b> Phonics: Review Words for <i>Cc, Tt</i>, T22 Phonics: Review Words for <i>Bb, Jj</i>, T88 Phonics: Review Words for <i>Kk, Ss</i>, T220 Word Work Strategy Group: WORDS FOR <i>Ww</i> and <i>Mm</i>, T252 Phonics: Review Words for <i>Ll, Nn</i>, T292–T293</p>
<p>• Question words</p>	<p><b>Unit 4:</b> Question Words, T256, T284–T285, T354–T355</p> <p><b>Unit 5:</b> Question Words, T70 Explore Compose Questions, T143 Apply Compose Questions, T144</p> <p>Also see the following:</p> <p><b>Unit 1:</b> Ask and Answer Questions, T128 Apply: Ask and Answer Questions, T292</p> <p><b>Unit 2:</b> Ask and Answer Questions, T109, T117, T128– T129, T132, T255</p> <p><b>Unit 3:</b> Ask and Answer Questions, T187, T206–T207, T210</p> <p><b>Unit 5:</b> Ask and Answer Questions, T241, T247, T260– T261, T262</p>
<p>• Recognition and use of end punctuation</p>	<p><b>Unit 1:</b> Print Awareness, T322</p> <p><b>Unit 2:</b> Print Awareness, T42</p> <p><b>Unit 3:</b> Print Awareness, T330</p> <p><b>Unit 4:</b> End Punctuation, T186, T214–T215, T284</p> <p><b>Unit 5:</b> End Punctuation, T136, T137, T202 Print Awareness, T106</p>



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<ul style="list-style-type: none"> <li>• Frequently occurring nouns in kindergarten, and common, proper, and possessive nouns by grade one</li> </ul>	<p><b>Unit 1:</b> Singular Nouns, T74–T75, T115, T144–T145 Plural Nouns, T186, T214–T215, T284–T285</p>
<ul style="list-style-type: none"> <li>• Frequently occurring verbs in kindergarten, and use of verbs to convey past, present, and future actions in grade one</li> </ul>	<p><b>Unit 2:</b> Language and Conventions: Present Tense Verbs, T214–T215 Language and Conventions: Verbs, T284–T285 Explore Edit for Verbs, T291 Apply Edit for Verbs, T292 Future Tense Verbs, T354–T355</p> <p><b>Unit 4:</b> Language &amp; Conventions, Lessons 2–5, T74–T75 Apply Edit for Verbs, T292</p> <p><b>Unit 5:</b> Edit for Verbs, T280</p>
<ul style="list-style-type: none"> <li>• Complete sentences in kindergarten, and compound declarative, interrogative, imperative, and exclamatory sentences in grade one</li> </ul>	<p><b>Unit 2:</b> Words and Sentences, T221–T222</p> <p><b>Unit 3:</b> Complete Sentences, T299, T300</p> <p><b>Unit 4:</b> Complete Sentences, T74–T75, T144 Kinds of Sentences, T115, T144–T145 End Punctuation, T214–T215</p> <p><b>Unit 5:</b> Sentences, Simple, T268–T269, T272–T273, T334–T335, T338–T339 Expand Sentences, T274–T275, T313, T340–T341 Complete Sentences, T176, T202–T203 End Punctuation, T136–T137</p>

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<ul style="list-style-type: none"> <li>• Capitalization of the first word in a sentence in kindergarten, and of dates and names of people in grade one</li> </ul>	<p><b>Unit 1:</b> First-Person Text (illustrates the pronoun I), T114, T142–T143</p> <p><b>Unit 2:</b> Analyze Third-Person Text (reminds students of Pronoun I), T212–T213 Edit for Capitalization, T291, T292, T361 Conference Prompt, T358</p> <p><b>Unit 3:</b> Edit for Capitalization, T369</p> <p><b>Unit 4:</b> Teach Complete Sentences, T75 Kinds of Sentences, Punctuation, T144–T145 Edit for Capitalization, T360</p> <p><b>Unit 5:</b> Write Simple Sentences Using Capitalization and Punctuation, T268 Write Simple Sentences, Using Capitalization and Punctuation and Spaces Between Words, T272, T334, T338 Capitalization, Beginning of Sentences and the Word I, T70–T71, T136 Lessons 2–5: Complete Sentences, T202–T203 Possible Teaching Point: Language and Conventions: Capitalization, T43 Write Simple Sentences, T338</p>
<ul style="list-style-type: none"> <li>• Correct spelling, by sounding out simple words phonetically in kindergarten and applying common spelling patterns to spell words in grade one</li> </ul>	<p><b>Unit 4:</b> Spelling, T70–T71, T140–T141, T210–T211, T280–T281, T350–T351, T361, T372–T373</p> <p><b>Unit 5:</b> Spelling, T66–T67, T132–T133, T198–T199, T270–T271, T336–T337, T346, T358–T359</p>
<p><b>Grade One</b></p>	
<ul style="list-style-type: none"> <li>• Regular plural nouns, with matching verbs</li> </ul>	<p>Please see the GIMET correlation for Grade 1.</p>
<ul style="list-style-type: none"> <li>• Personal, possessive, and indefinite pronouns</li> </ul>	<p>Please see the GIMET correlation for Grade 1.</p>
<ul style="list-style-type: none"> <li>• Conjunctions and determiners, such as articles or demonstratives</li> </ul>	<p>Please see the GIMET correlation for Grade 1.</p>
<ul style="list-style-type: none"> <li>• Frequently occurring adjectives</li> </ul>	<p>Please see the GIMET correlation for Grade 1.</p>

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<p><b>Vocabulary Acquisition and Use</b></p>	
<p>5b. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:</p>	
<ul style="list-style-type: none"> <li>• Identifying new meanings for familiar words in kindergarten</li> </ul>	<p><b>Unit 1:</b> Synonyms and Antonyms, T138 Academic Vocabulary, Context Clues, T208–T209</p> <p><b>Unit 2:</b> Academic Vocabulary, Context Clues, T208–T209</p> <p><b>Unit 3:</b> Develop Vocabulary, T196</p> <p><b>Unit 5:</b> Possible Teaching Point, Academic Vocabulary, T42</p>
<ul style="list-style-type: none"> <li>• Using sentence-level context clues to unlock the meaning of words in grade one</li> </ul>	<p>Please see the GIMET correlation for Grade 1</p>
<ul style="list-style-type: none"> <li>• Using frequently occurring inflections and affixes as clues to the meaning of words</li> </ul>	<p>Use of affixes and inflected endings can be found on the following pages:</p> <p><b>Unit 1:</b> Plural Nouns, T186, T214–T215, T284–T285, T327, T354–T355</p> <p><b>Unit 2:</b> Singular and Plural Nouns, T74, T290 Past Tense Verbs, T284–T285</p> <p><b>Unit 4:</b> Affixes, T68</p> <p><b>Unit 5:</b> Edit for Verbs, T280</p>
<ul style="list-style-type: none"> <li>• Using root words (such as look) and their inflectional forms (looks, looked, looking) in grade one</li> </ul>	<p>Please see the GIMET correlation for Grade 1.</p>

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<p>5c. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.</p>	<p><b>Unit 1:</b> Synonyms and Antonyms, T138 Antonyms, T116, T138–T139 <b>Unit 2:</b> Antonyms, T117, T138–T139 <b>Unit 3:</b> Antonyms, T123, T146 <b>Unit 4:</b> Synonyms, T117, T138–T139 <b>Unit 5:</b> Synonyms and Antonyms, T130–T131 Antonyms, T111</p>
<p align="center"><b>ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</b></p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If kindergarten and grade one students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification.</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a frame that guides student participation in academic conversations by:</p>	
<ul style="list-style-type: none"> <li>• Agreeing on rules for discussion, taking turns speaking</li> </ul>	<p><b>Unit 1:</b> Turn, Talk, and Share, T20, T32, T37, T90, T102, T107, T135, T160, T242, T247, T275, T317, T345, T368 Reflect and Share: Talk About It, T134–T135, T274–T275, T344–T345 <b>Unit 2:</b> Turn, Talk, and Share, T20, T32, T37, T65, T90, T102, T275, T300, T313, T317, T349, T368, T388 Reflect and Share: Talk About It, T64–T65, T204–T205, T274–T275 <b>Unit 3:</b> Turn, Talk, and Share, T32, T37, T67, T92, T104, T109, T143, T180, T185, T250, T255, T283, T308, T320, T325, T376 Reflect and Share: Talk About It, T66–T67, T142–T143, T282–T283</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b> Turn, Talk, and Share, T32, T37, T65, T90, T102, T160, T172, T177, T205, T247, T258, T306, T317, T345, T349, T368 Reflect and Share: Talk About It, T64–T65, T204–T205, T344–T345</p> <p><b>Unit 5:</b> Turn, Talk, and Share, T20, T26, T35, T92, T101, T127, T157, T167, T218, T224, T233, T265, T296, T305, T331, T354, T356 Reflect and Share: Talk About It, , T126–T127, T264–T265, T330–T331</p>
<ul style="list-style-type: none"> <li>• Confirming understanding of texts read aloud</li> </ul>	<p><b>Unit 1:</b> Listening Comprehension, T34–T35, T104–T105, T174–T175, T244–T245, T314–T315</p> <p><b>Unit 2:</b> Listening Comprehension, T34–T35, T104–T105, T174–T175, T244–T245, T314–T315</p> <p><b>Unit 3:</b> Listening Comprehension, T34–T35, T106–T107, T182–T183, T252–T253, T322–T323</p> <p><b>Unit 4:</b> Listening Comprehension, T34–T35, T104–T105, T174–T175, T244–T245, T314–T315</p> <p><b>Unit 5:</b> Listening Comprehension, T32–T33, T98–T99, T164–T165, T230–T231, T302–T303</p>

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<ul style="list-style-type: none"> <li>• Asking and answering questions to clarify and gather information</li> </ul>	<p><b>Unit 1:</b> Explore the Infographic, T20, T160 Asking and Answering Questions, T109, T117, T128–T129, T291–T292</p> <p><b>Unit 2:</b> Ask and Answer Questions, T109, T117, T128–T129, T255 Celebrate and Reflect: Share, T396</p> <p><b>Unit 3:</b> Asking and Answering Questions, T187, T193, T195, T206–T207 Listening Comprehension, T34–T35, T106–T107, T182–T183, T252–T253, T322–T323</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T204 Asking and Answering Questions, T319, T327, T338–T339</p> <p><b>Unit 5:</b> Asking and Answering Questions, T235, T241, T247, T260–T261</p>
<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials include tasks that promote oral responses in a range of collaborative discussions, and support students in:</p>	
<ul style="list-style-type: none"> <li>• Describing people, places, things, and events</li> </ul>	<p><b>Unit 1:</b> Explore the Infographic, T20 My View, T118 Describe Plot, T124–T125 Describe Setting, T264–T265 Reflect and Share: Talk About It, T134–T135, T274–T275, T344–T345 Celebrate and Reflect, T396–T397</p> <p><b>Unit 2:</b> My View, T188 Reflect and Share: Talk About It, T64–T65, T204–T205, T274–T275 Celebrate and Reflect, T396–T397</p> <p><b>Unit 3:</b> My View, T126 Whole Group, T189 Reflect and Share: Talk About It, T66–T67, T142–T143, T282–T283 Celebrate and Reflect, T404–T405</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T64–T65, T204–T205, T344–T345 Celebrate and Reflect, T398–T399</p> <p><b>Unit 5:</b> Whole Group, T39, T55, T59, T63, T255, T325 Discuss Characters in Drama, T322 Reflect and Share: Talk About It, T126–T127, T264–T265, T330–T331 Celebrate and Reflect, T380–T381</p>
<p>• Using visual displays to add details</p>	<p><b>Unit 1:</b> Reflect and Share, Write to Sources, T64–T65 Publish, Celebrate, and Assess, T356–T365 Collaborate and Discuss, T394–T395 Customize It!, T396</p> <p><b>Unit 2:</b> Reflect and Share, Write to Sources, T134–T135 Publish, Celebrate, and Assess, T356–T365 Customize It! Use Technology, T392 Collaborate and Discuss, T394–T395 Expand It!, T394</p> <p><b>Unit 3:</b> Reflect and Share, Write to Sources, T352–T353 Publish, Celebrate, and Assess, T364–T373 Customize It!, T400 Expand It!, T402</p> <p><b>Unit 4:</b> Expand It!, T396 Celebrate and Reflect, T398 Publish, Celebrate, and Assess, T356–T365</p> <p><b>Unit 5:</b> Expand It, T378 Celebrate and Reflect, T380 Publish, Celebrate, and Assess, T342–T351 Conduct Research: Look Online, T374–T375 Explore Web Sites, T20–T21</p>

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<ul style="list-style-type: none"> <li>• Speaking audibly and completing sentences</li> </ul>	<p><b>Unit 1:</b>            Compare Across Texts: Going Places, T368            Celebrate and Reflect, T396–T397            Collaborate and Discuss: Tell Your Opinion,            T394–T395            Fluency, T52, T62, T122, T132, T192, T202, T262,            T272, T332, T342</p> <p><b>Unit 2:</b>            Weekly Question, T345            Celebration, T363            Celebrate and Reflect, T396–T397            Collaborate and Discuss: Revise and Edit, T394–            T395            Fluency, T52, T62, T122, T132, T192, T202, T262,            T272, T332, T342</p> <p><b>Unit 3:</b>            Talk About It, T142            Celebration, T371            Celebrate and Reflect, T404–T405            Fluency, T54, T64, T130, T140, T200, T210, T270,            T280, T340, T350</p> <p><b>Unit 4:</b>            Celebration, T363            Celebrate and Reflect, T398–T399            Fluency, T52, T62, T122, T132, T192, T202, T262,            T272, T332, T342</p> <p><b>Unit 5:</b>            Reflect and Share: Talk About It, T126            Celebration, T349            Celebrate and Reflect, T380–T381            Collaborate and Discuss: Tell and Show Your            Opinion, T378–T379            Fluency, T50, T58, T116, T124, T182, T190, T254,            T262, T320, T328</p>



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<p align="center"><b>ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS</b></p>	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.<sup>1</sup> In order to meet the reading, speaking, and writing needs of <b>all</b> kindergarten and grade one students, the materials must include supports for students to apply concepts of print, phonics, vocabulary development, syntax, and fluency in comprehending texts. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition.</i></p>	
<p><i>All scaffolding and supports require ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.</i></p>	
<p><i>As stated in the IMET, scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases, and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important.</i></p>	
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p>	
<ul style="list-style-type: none"> <li>• Academic language</li> </ul>	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary. Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice.</p> <p><b>Unit 1:</b> Frequency Words, T165, T307</p> <p><b>Unit 2:</b> Selection Vocabulary, T108, T178</p> <p><b>Unit 3:</b> Academic Vocabulary, T132, T202;</p> <p><b>Unit 4:</b> Synonyms, T138–T139; Spelling: <b>U4:</b> T70–T71</p>

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<ul style="list-style-type: none"> <li>• Linguistic frames</li> </ul>	<p>The Teacher’s Edition includes many opportunities of linguistic frames and sentence frames to spark discussion and comprehension. These activities can help students at all levels achieve understanding and success.</p> <p>Examples of Sentence Frames,  <b>Unit 1:</b>            T21, T62, T64, T97, T104;  <b>Unit 2:</b>            T21, T40, T43, T56, T58, T64, T66</p>
<ul style="list-style-type: none"> <li>• Repeated grammatical structures and language</li> </ul>	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language &amp; Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p><b>Unit 1:</b>            Singular and Plural Nouns, T327, T354–T355  <b>Unit 2:</b>            Language &amp; Conventions: Adjectives and Articles, T74–T75, T144–T145;</p>

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<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> <li>• Multiple digital and media versions of texts</li> </ul>	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as Going Places, Living Together, Tell Me a Story, Then and Now, Outside My Door. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see:  <b>Unit 2:</b>                      Leveled Readers Library, T10–T11</p>
<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	<p>Examples of Illustrations:  <b>Unit 1:</b>                      First Read: T254, T256                      Author’s Use of Graphic Features, T352  <b>Unit 2:</b>                      Seek Clarification, T33                      Develop Vocabulary, T48  <b>Unit 4:</b>                      First Read, T114, T116                      Graphic Features, T325, T352  <b>Unit 5:</b>                      Graphic Features, T68</p>
<ul style="list-style-type: none"> <li>• Graphs and charts</li> </ul>	<p>Examples of Charts:  <b>Unit 1:</b>                      T175, T177, T245, T317  <b>Unit 2:</b>                      T317</p>

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<ul style="list-style-type: none"> <li>• Maps and photographs</li> </ul>	<p>Examples of Maps and Photographs:</p> <p><b>Unit 1:</b> Photographs: Explore the Infographic (Photographs), T20–T21, T160–T161, T182–T183, T230–T231 Decodable Story: <i>The Map</i>, T170–T171 Explore Maps: T300–T301</p> <p><b>Unit 2:</b> Explore the Infographic, T20–T21 Maps, T47 Visual Support, T91 Find Text Features, T264–T265 First Read, T326</p> <p><b>Unit 4:</b> First Read, T254</p>
<ul style="list-style-type: none"> <li>• Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur)</li> </ul>	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections. Close Reading questions in the Student Edition and Teacher’s Edition offer clues to meaning and vocabulary assistance.</p> <p>For examples see:</p> <p><b>Unit 1:</b> First Read, T186, T254</p> <p><b>Unit 2:</b> First Read, T46, T116</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> <li>• Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives and that build student ability to read and comprehend grade-level text</li> </ul>	<p>The all-in-one Teacher’s Edition has everything need for planning and instruction. Grade K includes 5 Teacher Edition volumes that include explicit instructional directions that are clearly goals and objectives. Clear Learning Goals and Objectives are included throughout the volumes. Instructional directions include Close Read activities; First Read activities; Comprehension, Writing, Word Study activities; and before and after reading response activities.</p> <p>For examples see: <b>Unit 3:</b> Learning Goal, T36 Objectives, T36, T42, T45, T49, T50, T56, T60</p>
<ul style="list-style-type: none"> <li>• Strategies to gradually increase difficulty as students’ skills strengthen</li> </ul>	<p>Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Text-dependent tasks, strategies, and questions during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deeper comprehension of the knowledge and central ideas of the text. In grades K-1, a decodable story helps students develop fluency, and show them the utility of what they are learning. The Skills Overview for each unit includes a list of skills for the Reading Workshop, Writing Workshop, and the Reading-Writing Workshop Bridge.</p> <p>Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p>

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<p>(Continued)</p>	<p>(Continued) For examples see: <b>Unit 1:</b> Teacher; Skills Overview: T6–T7 <b>Unit 2:</b> Fluency: Accuracy (Cold Reads), T52, T62, T122 Decodable Story, T271, T341 <b>Unit 3:</b> Teacher; Skills Overview, T6–T7 <b>Unit 4:</b> Fluency: Accuracy (Cold Reads), T132, T332; Decodable Story, T191, T261</p>
<ul style="list-style-type: none"> <li>• Strategies to support student acquisition of knowledge supporting specific common core standards</li> </ul>	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myView Literacy</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> <li>• Clear and detailed teacher directions and guidance for introducing new concepts and skills</li> </ul>	<p><i>myView Literacy</i> ©2020 creates opportunities for student success with the Reading Workshop. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>For examples see: <b>Unit 3:</b> Introduce the Text, T42–T43 First Read Teacher’s Edition Side Notes, T44, T46, T48 Close Read Teacher’s Edition Side Notes, T45, T47, T49 Respond and Analyze, T50–T51; Reading Workshop: Close Read, T56–T57, T60–T61 Reflect and Share, T66–T67</p>

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<p>• Clear guidance for documenting student progress toward meeting grade-level standards</p>	<p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Assess Understanding; Observational Assessments; Conferencing Checklists; and Rubrics.</p> <p>Progress Check-Ups allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Word Work, Spelling, and Writing activities.</p> <p>For examples see:</p> <p><b>Unit 1:</b> Quick Check, T37, T49, T55, T59 Word Work, T22–T23, T28–T29 Write to Sources, T64–T65</p> <p><b>Unit 2:</b> Assess Understanding, T209 Rubrics, T367</p> <p><b>Unit 3:</b> Assess Understanding, T147 Comprehension, T132–T133, T136–T137</p> <p><b>Unit 4:</b> Spelling, T70–T71</p> <p><b>Unit 5:</b> Rubrics, T353 Write to Sources, T60–T61</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p>

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<p>(Continued)</p>	<p>(Continued) In addition, the <i>Data-Driven Assessment Guide</i> provides easy to use guidance, strategies, and tools for all types of literacy assessment.</p>
<p>7d. The materials provide support for students with varying learning styles and modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myView Literacy ©2020</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>myView is on the award-winning Pearson Realize™</p> <p>For examples see: Pearson Realize™, where you can share content and rosters seamlessly with Google Classroom™.</p> <p><b>Unit 2:</b> Leveled Readers Library, T10-T11</p>



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<p>7e. The materials include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades (such as role play, songs, games, etc.).</p>	<p>All activities and materials in Pearson's <i>myView Literacy</i> ©2020 include developmentally-appropriate materials and instructional sequences specifically designed for students in the primary grades. Detailed instruction in the Teacher's Edition and additional support at PearsonRealize.com provides instructors with activities to encourage all students to succeed.</p> <p>For examples see: <i>Practice Games</i> in myView Games at PearsonRealize.com</p> <p>For examples of drama in the Teacher's Edition: <b>Unit 5:</b> Listening Comprehension: What Happened?, T302–T303 <i>Who Likes Rain?</i>, T310–T317 (Drama)</p>
<p>7f. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> <li>• Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results</li> </ul>	<p>Pearson's <i>myView Literacy</i> ©2020 includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> <li>• Baseline Tests determine each students' starting profile to guide and form instruction.</li> <li>• Unit Tests monitor Student progress on skill sand standards taught in a unit.</li> <li>• Middle-of-Year Test monitor student progress on skills and standards taught in Units 1-3.</li> <li>• End-of-Year <i>Test</i> monitor student progress on skills and standards taught through the course of the year.</li> </ul>

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<p>(Continued)</p>	<p>(Continued)</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p><b>Grade K:</b> Units 1-5 Assessment Overview, xviii–xix</p>
<ul style="list-style-type: none"> <li>• Opportunities for students to demonstrate their expertise through the use of performance tasks</li> </ul>	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> where the students apply their understanding of the Unit Theme and Essential Question to a collaborative weekly project. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic product supporting social-emotional development in learners.</p> <p>For examples see:</p> <p><b>Unit 2:</b> Project-Based Inquiry: Research and Choose a Pet, T386–T397</p> <p><b>Unit 5:</b> Project-Based Inquiry: Research Seasons and Weather, T370–T381</p>

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<p>• Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps</p>	<p>Pearson's <i>myView Literacy</i> ©2020 offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club.</p> <p>The Leveled Readers for each unit include a range of reading levels and interests. There is a rich variety of genres, including informational text, realistic fiction, animal fantasy, and more. Matching Texts to Learning pages each week include suggested texts and instruction aligned to the week's instruction and genre.</p> <p>For examples see:</p> <p><b>Unit 2:</b> Book Club, T207, T347, T398–T415</p> <p><b>Unit 3:</b> Reading Workshop: Whole Group: T114–T127, T132–T133, T136–T137 Small Group: U3: T128–T131, T134–T135, T138–T141 Leveled Readers: T178–T179</p>

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<p>• Reading selections and questions that progress in a logical sequence for gradual release<sup>2</sup></p>	<p>Every lesson, every day, regardless of content, includes assessment of students' progress and needs.</p> <p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and opportunities to monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> <li>• <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction.</li> <li>• <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit.</li> <li>• <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3.</li> <li>• <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year.</li> </ul> <p>For examples see:</p> <p><b>Unit 1:</b> Quick Check: T37, T49, T55, T59  <b>Unit 2:</b> Assess Understanding, T209  <b>Unit 3:</b> Assess Understanding, T147  <b>U4:</b> Assess Understanding T280  <b>U5:</b> Assess Understanding T66</p>

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<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p><i>myView Literacy</i> provides multiple pathways for students who are meeting grade-level expectations to personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> <li>• The Teacher’s Edition includes <i>Advanced and Advanced High</i> activities where teachers can challenge students reading and writing above grade level.</li> <li>• <i>Independent Reading</i> and <i>Independent Writing</i> options provide advanced students opportunities to excel.</li> <li>• A <i>Project-Based Inquiry</i> completes each unit where students consider what they’ve learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions.</li> <li>• <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books.</li> <li>• <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers.</li> </ul> <p>For examples see:  <b>Unit 1:</b> Leveled Readers, T108–T109  <b>Unit 2:</b> Independent Reading, T123  <b>Unit 4:</b> Book Club, T400–T417</p>

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<p>• Steps to take when evidence suggests that students are starting to fall behind</p>	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher’s Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners’ language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week’s instruction. These products include: Small Group Guide, Leveled Reader Teacher’s Guide, <i>myFocus</i> Intervention Teacher’s Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see:  <b>Unit 1:</b> ELL Targeted Support, T74, T124  <b>Unit 2:</b> ELL Targeted Support, T176, T200  <b>Unit 3:</b> Small Group Instruction, T112–T113  <b>Unit 4:</b> Small Group Instruction, T202–T203</p>