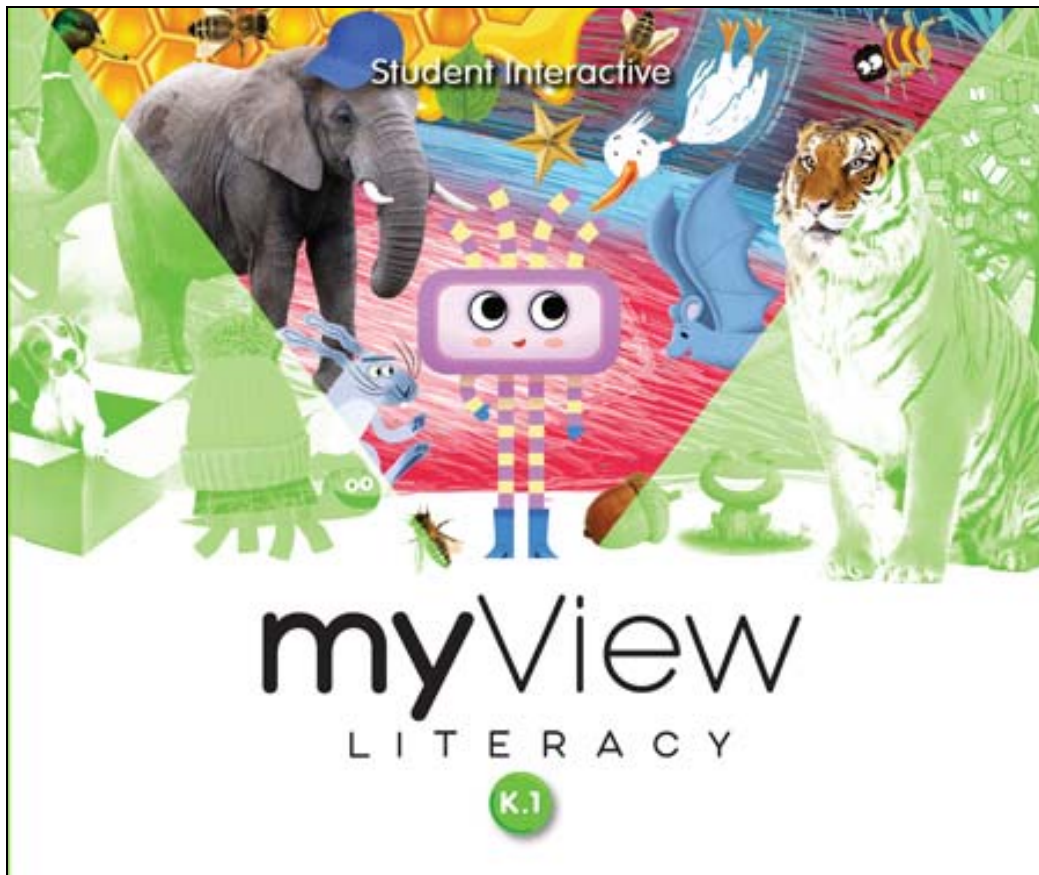


**A Correlation of**



**Kindergarten, ©2020**

To the

**Ohio's Learning Standards  
for Social Studies  
Kindergarten**

**SAVVAS**

# **A Correlation of myView Literacy, Kindergarten, ©2020 to Ohio's Learning Standards for Social Studies, Kindergarten**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Ohio's Learning Standards for Social Studies**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

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

### **Inspire Confidence and Collaboration**

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

### **Focus on Balance and Flexibility**

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

### **Nurture Every Learner**

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

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<b>H History</b>	
<b>H.HT Historical Thinking and Skills</b>	
H.HT.1 Time can be measured.	<p><b>Unit 2:</b> Minilessons: Informational Text, T106-T107</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Infographic, T20-T21 Interact with Sources: Explore the Infographic, T90-T91 Uncovering the Past, T112-T117 Cross-Curricular Perspectives: Social Studies, People of the Past, T114 Interact with Sources: Explore the Infographic, T230-T231 ELL Targeted Support: Time Lines, T246 Small Group: Matching Texts to Learning, <i>A Long Time Ago</i>, T249 Cross-Curricular Perspectives: Social Studies, Time Line, T257 Intervention Activity: Decodable Book: <i>Now and the Past</i>, T333</p> <p><b>Unit 5:</b> Minilessons: Informational Text (Sequence), T100-T101</p>
H.HT.2 Personal history can be shared through stories and pictures.	<p><b>Unit 1:</b> Decodable Story: Read I Am, T30-T31</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Infographic, Turn, Talk, and Share, ELL Targeted Support, Student Interactive, Learning About the Past, T90-T91 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<b>H.H Heritage</b>	
H.H.3 Heritage is reflected through diverse	<b>Unit 3:</b>

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cultures and is shown through the arts, customs, traditions, family celebrations and language.	<p>Cross-Curricular Perspectives: Social Studies, Culture, T44</p> <p><b>Unit 4:</b></p> <p>Cross-Curricular Perspectives: Social Studies, Customs, T177</p> <p>Small Group: Matching Texts to Learning, <i>Chinese New Year</i>, T248</p> <p>Small Group: Matching Texts to Learning, <i>Merry Christmas</i>, T248</p> <p>Small Group: Matching Texts to Learning, <i>Rosh Hashanah</i>, T249</p> <p>Interact with Sources: Explore the Poem, “A Family Tradition,” T300-T301</p> <p>Read Aloud: A Night at the Cogdells, T315</p> <p><i>Tempera, Tempera</i>, T322-T327</p> <p>Small Group: Matching Texts to Learning, <i>Time to Eat</i>, T319</p> <p><i>Tempera, Tempera</i>, T322-T327</p> <p>Cross-Curricular Perspectives: Social Studies, Family Traditions, T324</p> <p>Small Group: Intervention Activity: Compare Texts, T346</p> <p>On-Level and Advanced: Inquiry, T346</p> <p><b>Unit 5:</b></p> <p>Cross-Curricular Perspectives: Social Studies, Different Languages, T174</p>
H.H.4 Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.	<p>For supporting content please see:</p> <p><b>Unit 4:</b></p> <p>ELL Targeted Support: Narrative Nonfiction (American flag), T245</p> <p>Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p> <p>Book Club: Choose Your Book, <i>The Statue of Liberty</i> by Lucille Recht Penner</p>
<b>G Geography</b>	
<b>G.ST Spatial Thinking and Skills</b>	
G.ST.5 Terms related to direction and distance, as well as symbols and landmarks, can be	<b>Unit 1:</b> <i>Too Many Places to Hide</i> , T112-T117

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used to talk about the relative location of familiar places.	ELL Targeted Support: Language Proficiency, Intermediate, Landmarks, T301 Interact with Sources: Explore the Map, Student Interactive, Symbols, T301 <b>Unit 2:</b> Listening Comprehension: Read Aloud, “How Animals Find Their Way,” T34-T35 <b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Location, T116 <b>Unit 5:</b> Intervention Activity: Decodable Book, <i>We Got Lost</i> , T183
G.ST.6 Models and maps represent real places.	<b>Unit 1:</b> Decodable Story: Read <i>The Map</i> , T170-T171 Minilesson: Informational Text, T246-T247 Interact with Sources: Explore the Map, T300-T301 <b>Unit 2:</b> Minilesson: Informational Text, T246-T247 <b>Unit 5:</b> Cross-Curricular Perspectives: Social Studies, Map/Globe, T44 Cross-Curricular Perspectives: Science, Blizzards (Map of U.S.), T246
<b>G.HS Human Systems</b>	
G.HS.7 Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	<b>Unit 1:</b> Read Aloud: Sasha’s New Home, T104-T105 Cross-Curricular Perspectives: Social Studies, Art Store, T324

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	<p><b>Unit 2:</b> Explore the Infographic: Eating Well, T160-T161 Read Aloud: Pedro and Maria’s Camping Adventure, T174-T175 Small Group: Matching Texts to Learning, <i>We Eat</i>, T178 <i>Do We Need This?</i>, 182-187 Cross-Curricular Perspectives: Science, Want and Needs, T185 Small Group: Matching Texts to Learning, <i>Basic Needs</i>, T249</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, People of the Past, T114 <i>Tempera, Tempera</i>, T322-T327 Cross-Curricular Perspectives: Social Studies, Family Traditions, T324</p> <p><b>Unit 5:</b> Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i>, T168 Cross-Curricular Perspectives: Science, Rain (survival), T312</p>
G.HS.8 Individuals are unique but share common characteristics of multiple groups.	<p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Culture, T44</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Customs, T177</p>

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	<p>Small Group: Matching Texts to Learning, <i>Chinese New Year</i>, T248</p> <p>Small Group: Matching Texts to Learning, <i>Merry Christmas</i>, T248</p> <p>Small Group: Matching Texts to Learning, <i>Rosh Hashanah</i>, T249</p> <p>Interact with Sources: Explore the Poem, “A Family Tradition,” T300-T301</p> <p>Read Aloud: A Night at the Cogdells, T315</p> <p><i>Tempera, Tempera</i>, T322-T327</p> <p>Cross-Curricular Perspectives: Social Studies, Family Traditions, T324</p> <p>Small Group: Intervention Activity: Compare Texts, T346</p> <p>On-Level and Advanced: Inquiry, T346</p>
<b>GOV Government</b>	
<b>GOV.CP Civic Participation and Skills</b>	
<p>GOV.CP.9 Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187</p> <p><b>Unit 2:</b> Small Group: Matching Texts to Learning, <i>Cleaning Up</i>, T318</p> <p><b>Unit 4:</b> Read Aloud: Ben Franklin, T244-T245 ELL Targeted Support: Narrative Nonfiction, T245 <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p>
<b>GOV.RL Rules and Laws</b>	
<p>GOV.RL.10 The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<p><b>Unit 1:</b> Small Group: Matching Texts to Learning, <i>Look Out!</i>, T39</p> <p><b>Unit 2:</b> Customize It!, T396</p> <p><b>Unit 3:</b></p>

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	Minilesson: Folktale, T36 <b>Unit 4:</b> Changing Laws, Changing Lives: Martin Luther King, Jr., T252-T257 ELL Targeted Support (laws), T253 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254 <b>Unit 5:</b> Tornado Action Plan and Blizzard Action Plan, T238-T249 Cross-Curricular Perspectives: Science, Safe Areas in Home, T242 Cross-Curricular Perspectives: Science, Blizzards, T246
<b>E Economics</b>	
<b>E.S Scarcity</b>	
E.S.11 Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.	<b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Art Store, T324 <b>Unit 2:</b> Read Aloud: Pedro and Maria’s Camping Adventure, T174-T175 <i>Do We Need This?</i> , 182-187 Cross-Curricular Perspectives: Science, Want and Needs, T185 Minilesson: Develop Vocabulary, T188-T189 Small Group: Matching Texts to Learning, <i>Basic Needs</i> , T249
<b>E.PC Production and Consumption</b>	
E.PC.12 Goods are objects that can satisfy an individual’s wants. Services are actions that can satisfy individual’s wants.	For supporting content please see: <b>Unit 3:</b> ELL Targeted Support: Preteach Vocabulary, Baked Goods, T21 <i>The Gingerbread Man</i> , T114-T119 <i>The Story of Cornbread Man</i> , T120-T125



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