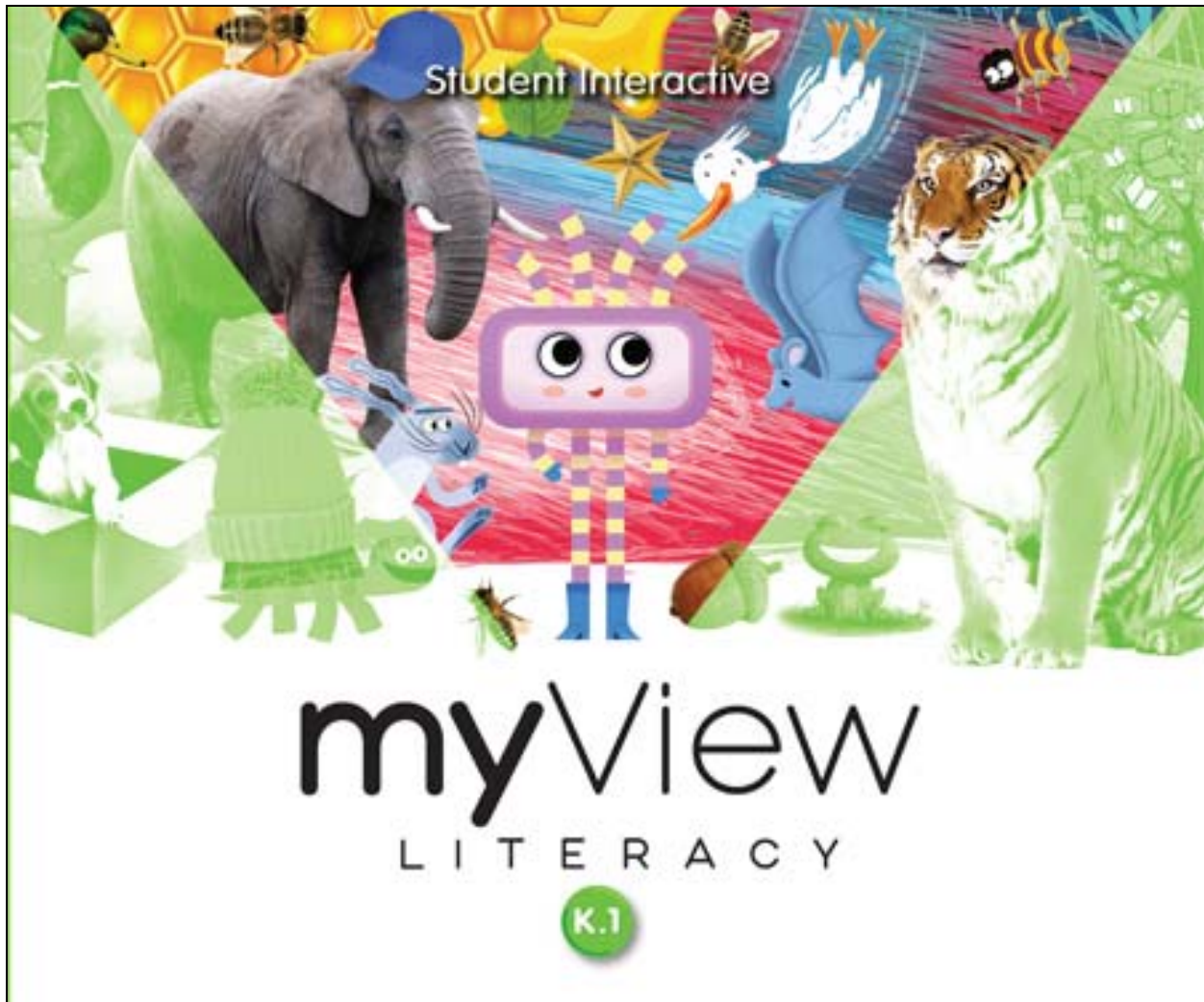


A Correlation of



Kindergarten, ©2020

**To
Ohio's New Learning Science Standards
Kindergarten**

SAVVAS

A Correlation of myView ©2020, Kindergarten to Ohio's New Learning Science Standards, Kindergarten

Introduction

This document demonstrates how **myView Literacy, ©2020** meets **Ohio's New Learning Science Standards**. 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.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
ESS Earth and Space Science	
Daily and Seasonal Changes	
This topic focuses on observing, exploring, describing and comparing weather changes, patterns in the sky and changing seasons.	
K.ESS.1 Weather changes are long-term and short-term.	
K.ESS.1.a Weather changes occur throughout the day and from day to day.	<p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Living in the Desert” T86–T87 Read: <i>A Desert in Bloom</i> T108–T111 Poetry: “Weather Poems” T152–T153 Read Aloud: “Winter Fun” and “The Storm” T164–T165 Read: <i>Who Likes Rain?</i> T310–T315</p> <p><u>Leveled Readers</u> Seasons (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Animals in the Rain (Informational Text) Go Outside! (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, U5: T246 (Blizzards) Cross-Curricular Perspectives: Science, U5: T312 (Rain and Water Cycle)</p>
K.ESS.1.b Air is a nonliving substance that surrounds Earth and wind is air that is moving.	<p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21</p>

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
	<p>Read Aloud: “The Shaking Earth” T32–T33 Read: <i>Weather Around the World</i> T40–T45 Read: <i>Tornado Action Plan</i> and <i>Blizzard Action Plan</i> T238–T243, T244–T249</p> <p><u>Leveled Readers</u> The Wind (Narrative) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)</p>
<p>K.ESS.1.c Wind, temperature and precipitation can be used to document short-term weather changes that are observable.</p>	<p>Unit 5: <u>Selections</u> Read Aloud: “Winter Fun” and “The Storm” T164–T165 Read: <i>Who Likes Rain?</i> T310–T315</p> <p><u>Leveled Readers</u> The Wind (Narrative) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Animals in the Rain (Informational Text) Rainbows (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T240 (Weather Event and Tornadoes) Cross-Curricular Perspectives: Science, U5: T246 (Blizzards) Cross-Curricular Perspectives: Science, U5: T312 (Rain and Water Cycle)</p>
<p>K.ESS.1.d Yearly weather changes (seasons) are observable patterns in the daily weather changes. Note: The focus is on observing the weather patterns of seasons. The reason for changing seasons is not appropriate for this grade level;</p>	<p>Unit 5: <u>Selections</u> Web Site: “Weather in Our Country” T20–T21 Read: <i>Weather Around the World</i> T40–T45 Infographic: “Living in the Desert” T86–T87 Poetry: “Weather Poems” T152–T153</p>

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
<p>this is found in grade 7.</p>	<p>Read Aloud: “Winter Fun” and “The Storm” T164–T165 Leveled Readers Seasons (Informational Text) Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T240 (Weather Event and Tornadoes)</p>
<p>K.ESS.2 The moon, sun and stars can be observed at different times of the day or night.</p>	
<p>K.ESS.2.a The moon, sun and stars appear in different positions at different times of the day or night. Sometimes the moon is visible during the night, sometimes the moon is visible during the day and at other times the moon is not visible at all. The observable shape of the moon changes in size very slowly throughout the month. The sun is visible only during the day.</p>	<p>For supporting content please see: Unit 1: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U1: T46 (Planets) Unit 5: “Winter Fun” and “The Storm” T164–T165 Leveled Readers At Night (Informational Text)</p>
<p>K.ESS.2.b The sun’s position in the sky appears to change in a single day and from season to season. Stars are visible at night, some are visible in the evening or morning and some are brighter than others.</p>	<p>Unit 1: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U1: T46 (Planets) Unit 5: Selections Infographic: “Living in the Desert” T86–T87 Read Aloud: “Winter Fun” and “The Storm” T164–T165 Leveled Readers Seasons (Informational Text) At Night (Informational Text) A Very Hot Day (Narrative) What Do the Clouds Say Today? (Informational Text) Rainbows (Informational Text)</p>
<p>LS Life Science</p>	
<p>Physical and Behavioral Traits of Living Things</p>	
<p>This topic focuses on observing, exploring, describing and comparing living things in Ohio.</p>	
<p>K.LS.1 Living things have specific characteristics and traits.</p>	
<p>K.LS.1.a Living things grow and reproduce. Living things are found worldwide.</p>	<p>Unit 2: Selections Read Aloud: “What Animals Need” T104–T105 Infographic: “Eating Well” T160–T161</p>

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
	<p>Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 <u>Leveled Readers</u> Baby Bird (Informational Text) We Eat (Narrative) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, U2: T115 (Bees and Insects) Cross-Curricular Perspectives: Science, U2: T185 (Animal Wants and Needs) Unit 4: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T84 (Life Cycle of a Pumpkin) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T108 (Plant Life Cycle) Cross-Curricular Perspectives: Science, U5: T314 (Tree Life Cycle)</p>
<p>K.LS.2 Living things have physical traits and behaviors, which influence their survival.</p>	<p>Unit 2: <u>Selections</u> Infographic: “Time to Move!” T20–T21 Read Aloud: “How Animals Find Their Way” T34–T35 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245</p>

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
	<p>Read: <i>Open Wide!</i> T252–T257 Poem: “Let’s Exercise!” T300–T301 Read Aloud: “Time to Move!” T314–T315 Read: <i>Run, Jump, and Swim</i> T322–T327</p> <p><u>Leveled Readers</u> Baby Bird (Informational Text) The Garden (Narrative) We Eat (Narrative) How Does It Feel? (Informational Text) The Rose Plant (Informational Text) Basic Needs (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, U2: T47 (Animal Body Parts) Cross-Curricular Perspectives: Science, U2: T115 (Bees and Insects) Cross-Curricular Perspectives: Science, U2: T324 (Animal Exercise) Cross-Curricular Perspectives: Science, U2: T326 (Benefits of Exercise)</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T192 (Animal Needs and Body Parts)</p> <p>Unit 4: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T84 (Life Cycle of a Pumpkin)</p>
<p>K.LS.2.a Living things are made up of a variety of structures. Some traits can be observable structures. Some of these structures and behaviors influence their survival.</p>	<p>Unit 2: <u>Selections</u> Infographic: “Time to Move!” T20–T21 Read Aloud: “How Animals Find Their Way” T34–T35 Read: <i>Animals on the Move</i> T42–T47 Infographic: “Making a Place to Live” T90–T91 Read Aloud: “What Animals Need” T104–T105 Read: <i>From Nectar to Honey</i> T112–T117 Infographic: “How Anteaters Eat” T230–T231 Read Aloud: “Hungry Animals” T244–T245 Read: <i>Open Wide!</i> T252–T257 Poem: “Let’s Exercise!” T300–T301 Read Aloud: “Time to Move!” T314–T315</p>

**A Correlation of myView ©2020, Kindergarten to
Ohio’s New Learning Science Standards, Kindergarten**

Ohio’s New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
	<p>Read: <i>Run, Jump, and Swim</i> T322–T327</p> <p><u>Leveled Readers</u> Baby Bird (Informational Text) The Garden (Narrative) We Eat (Narrative) How Does It Feel? (Informational Text) The Rose Plant (Informational Text) Basic Needs (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T45 (Animals Have Needs) Cross-Curricular Perspectives: Science, U2: T47 (Animal Body Parts) Cross-Curricular Perspectives: Science, U2: T115 (Bees and Insects) Cross-Curricular Perspectives: Science, U2: T324 (Animal Exercise) Cross-Curricular Perspectives: Science, U2: T326 (Benefits of Exercise)</p> <p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T192 (Animal Needs and Body Parts)</p> <p>Unit 4: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U4: T84 (Life Cycle of a Pumpkin)</p>
PS Physical Science	
Properties of Everyday Objects and Materials	
This topic focuses on the production of sound and on observing, exploring, describing and comparing the properties of objects and materials with which the student is familiar.	
K.PS.1 Objects and materials can be sorted and described by their properties.	
K.PS.1.a Objects can be sorted and described by the properties of the materials from which they are made. Some of the properties can include color, size and texture.	<p>Unit 3: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U3: T124 (Scientists Observe Nature)</p> <p>Unit 5: <u>Leveled Readers</u> Leaves (Narrative) Rocks Around Us (Informational Text)</p>
K.PS.2 Some objects and materials can be made to vibrate to produce sound.	
K.PS.2.a Sound is produced by touching,	For supporting content please see:

**A Correlation of myView ©2020, Kindergarten to
Ohio's New Learning Science Standards, Kindergarten**

Ohio's New Learning Science Standards Kindergarten	myView Literacy, ©2020 Kindergarten
blowing or tapping objects. The sounds that are produced vary depending on the properties of objects. Sound is produced when objects vibrate.	Unit 4: <u>Selections</u> Infographic: "Making Communication Better" T20–T21