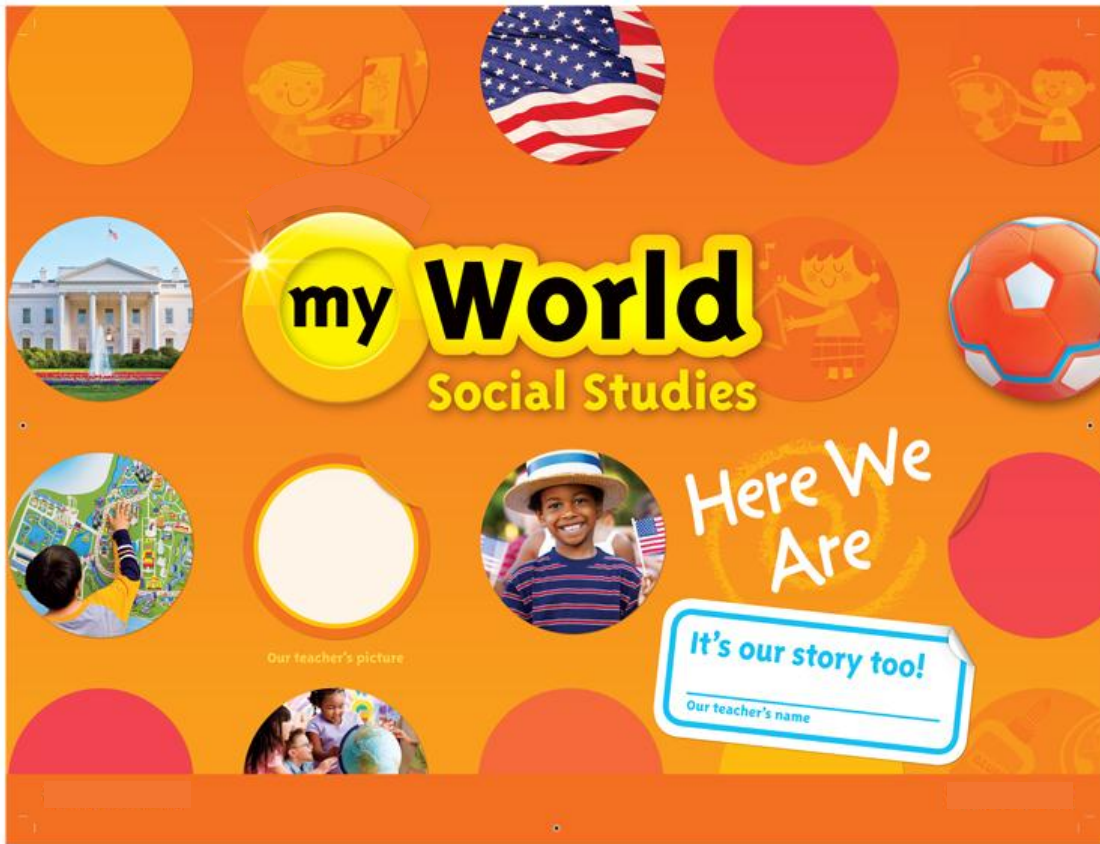


A Correlation of



©2013

To the

**South Carolina College and Career
Ready Standards
for English Language Arts
Kindergarten**

**A Correlation of myWorld Social Studies, Here We Are, Kindergarten
To the
South Carolina College and Career Ready Standards
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Introduction

This document demonstrates how *myWorld Social Studies*, ©2013 meets the South Carolina College and Career Ready Standards for English Language Art, Kindergarten. Correlation page references are to the Kindergarten Flip Chart, and Student Worktext, and the Teacher’s Guide. Alignments are cited at the page level.

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today’s classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

Everyone has a story. What’s yours?

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

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas’* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Kindergarten Teacher Lesson Plan Blackline Masters
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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KINDERGARTEN	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	FC: The Big Question: 4, 29, 50, 77, 100; myStory Book: 28, 49, 76, 99, 128 SW: The Big Question: 1, 27, 49, 77, 101; myStory Book: 25, 47, 75, 99, 128 TG: Active Reading & Lesson Summary: 1, 2, 3, 25, 26, 27, 28, 29, 47, 48, 49, 50, 51, 75, 76, 77, 78, 79, 99, 100, 101, 102, 103, 129, 130
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	Students make connections throughout the text. Refer to the following examples: FC: How Do People Cooperate? 4; myStory Spark: 5; Begin With a Song: 6; What Are Rights? What Are Responsibilities? 10; What Is Weather Like? 71; How Do We Celebrate? 89; myStory Spark: 102 SW: How Do People Cooperate? 1; myStory Spark: 2; Begin With a Song: 3; What Are Rights? What Are Responsibilities? 7; What Is Weather Like? 71; How Do We Celebrate? 89; myStory Spark: 102 TG: Active Reading & Lesson Summary: 3, 8, 4, 70, 90, 103; Make Connections: 3, 8, 14, 16, 24, 29, 30, 32, 51, 54, 72, 74, 79, 88, 103, 120, 126

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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations. TG: Active Reading & Lesson Summary: 25, 26, 47, 48, 75, 76, 99, 100, 129, 130; Review and Assessment: 25, 47, 75, 99, 129; Make Connections: 3, 8, 14, 16, 24, 29, 30, 32, 51, 54, 72, 74, 79, 88, 103, 120, 126
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations. TG: Active Reading & Lesson Summary: 25, 26, 47, 48, 75, 76, 99, 100, 129, 130; Review and Assessment: 25, 47, 75, 99, 129; Make Connections: 3, 8, 14, 16, 24, 29, 30, 32, 51, 54, 72, 74, 79, 88, 103, 120, 126
Standard 4: Synthesize information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	When creating myStory Book, students write and illustrate their own digital book as an authentic assessment. Students demonstrate understanding of the chapter content. Also, the student's writing reflects the personal meaning he/she derived from the chapter content. FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130

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4.2 With guidance and support, use tools to communicate findings.	When creating myStory Book, students write and illustrate their own digital book as an authentic assessment. Students demonstrate understanding of the chapter content. Also, the student’s writing reflects the personal meaning he/she derived from the chapter content. FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130
4.3 With guidance and support, reflect on findings.	When creating myStory Book, students write and illustrate their own digital book as an authentic assessment. Students demonstrate understanding of the chapter content. Also, the student’s writing reflects the personal meaning he/she derived from the chapter content. FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 With guidance and support, recognize the value of individual and collective thinking.	FC: How Do We Get Along With Each Other? 12, 13; How Do We Make Decisions? 20, 21; Collaboration and Creativity: Problem Solving: 22, 23; Collaboration and Creativity: Listening and Speaking: 39, 40 SW: How Do We Get Along With Each Other? 9, 10; How Do We Make Decisions? 17, 18; Collaboration and Creativity: Problem Solving: 19, 20; Collaboration and Creativity: Listening and Speaking: 37, 38 TG: Active Reading & Lesson Summary: 9, 10, 17, 18, 19, 20, 37, 38

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5.2 With guidance and support monitor and assess learning to guide inquiry	To evaluate understanding of the key objectives in each lesson, students utilize the interactive <i>Got It?</i> activity. The Need Help? button will assist students who need additional instruction. As an alternative, teachers can assign the <i>Got It? Activity Worksheet</i> for homework or have students complete it in class. TG: 5, 9, 13, 15, 17, 21, 23, 31, 33, 35, 39, 43, 45, 53, 55, 57, 61, 67, 69, 71, 73, 81, 85, 87, 89, 91, 95, 105, 109, 111, 113, 115, 119, 121, 123, 125, 127
<i>5.3 This indicator does not begin until Grade 1.</i>	
Reading –Informational Text (RI)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 10
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 102
1.3 Understand that words are separated by spaces in print.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 102
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	For opportunities to address this standard please see: FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 102

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Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	FC: Begin With a Song: 6, 31, 52, 79, 102 SW: Begin With a Song: 3, 29, 51, 79, 103 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Review and Assessment: 25, 47, 75
2.2 Count, pronounce, blend, and segment syllables in spoken words.	For opportunities to address this standard please see: FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	For opportunities to address this standard please see: FC: Begin With a Song: 6, 31, 52, 79, 102 SW: Begin With a Song: 3, 29, 51, 79, 103 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Review and Assessment: 25, 47, 75
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	For opportunities to address this standard please see: FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	This standard is outside the scope of this program.

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Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	For opportunities to address this standard please see: FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114
3.2 Associate long and short sounds of the five major vowels with their common spellings.	This standard is outside the scope of this program.
3.3 Read regularly spelled one-syllable words.	FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	This standard is outside the scope of this program.
3.5 Read common high-frequency words.	FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114
3.6 Recognize grade-appropriate irregularly spelled words.	FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 102
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	For opportunities to address this standard please see: FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are. TG: Leveled Reader: 2, 28, 50, 78, 102
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	FC: Critical Thinking: Use Illustrations: 116, 117; Teachers actively involve students in the reading process with each chart page. SW: Critical Thinking: Use Illustrations: 116, 117; Students can apply when reading each chapter of Here We Are. TG: Active Reading & Lesson Summary: 117, 118; Leveled Reader: 2, 28, 50, 78, 102

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Each lesson begins with a question that students answer. FC: Lessons: 8, 10, 12, 16, 18, 20, 24, 26, 33, 35, 37, 41, 45, 47, 54, 56, 58, 62, 64, 68, 70, 72, 74, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 122, 124, 126; How Do We Make Decisions? 20, 21 SW: Lessons: 5, 7, 9, 13, 15, 17, 21, 23, 31, 33, 35, 39, 43, 45, 53, 55, 57, 61, 63, 67, 69, 71, 73, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 123, 124, 126; How Do We Make Decisions? 17, 18 TG: Active Reading & Lesson Summary: 17, 18; Ask Questions: 18, 106; Draw Conclusions: 14, 18, 22, 34, 40, 44, 46; Lessons: 6, 10, 14, 16, 18, 22, 24, 32, 34, 36, 40, 44, 46, 54, 56, 58, 62, 68, 70, 72, 74, 82, 86, 88, 90, 92, 96, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	FC: Critical Thinking: Use Illustrations: 116, 117 SW: Critical Thinking: Use Illustrations: 116, 117 TG: Active Reading & Lesson Summary: 117, 118; Predict: 16, 82, 86, 110, 118, 126
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	FC: Reading Skills: Main Idea and Details: 14, 15; Who Are American Folk Heroes? 93 SW: Reading Skills: Main Idea and Details: 11, 12; Who Are American Folk Heroes? 94 TG: Active Reading & Lesson Summary: 11, 12, 93, 94; Main Idea and Details: 4, 6, 8, 10, 14, 16, 18, 22, 24; Summarize: 6, 29, 52, 79, 94

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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	<p>FC: How Are People Alike and Different? 81, 82; Reading Skills: Compare and Contrast: 83, 84; How Are Families Alike and Different? 85, 86</p> <p>SW: How Are People Alike and Different? 81, 82; Reading Skills: Compare and Contrast: 83, 84; How Are Families Alike and Different? 85, 86</p> <p>TG: Active Reading & Lesson Summary: 81, 82, 83, 84, 85, 86; Compare and Contrast: 82, 86, 90, 92, 94, 96</p>
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<p>Students meet this objective throughout the text. Refer to the following examples:</p> <p>FC: The Big Question: 4, 29, 50, 77, 100; Vocabulary Preview: 7, 32, 53, 80, 103; Critical Thinking: Use Illustrations: 116, 117</p> <p>SW: The Big Question: 1, 27, 49, 77, 101; Vocabulary Preview: 4, 30, 52, 80, 104; Critical Thinking: Use Illustrations: 116, 117</p> <p>TG: Active Reading & Lesson Summary: 2, 3, 4, 28, 29, 30, 50, 51, 52, 78, 79, 80, 102, 103, 104, 117, 118; Analyze Visuals: 3, 4, 10, 14, 16, 18, 22, 29, 30, 36, 51, 52, 62, 79, 80, 90, 92, 96, 103, 104, 112, 122, 124, 128; Use Visuals: 82</p>

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8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<p>FC: Chapter Opener: 4, 29, 50, 77, 100; Vocabulary Preview: 7, 32, 53, 80, 103; Map Skills: Cardinal Directions: 60, 61; Critical Thinking: Use Illustrations: 116, 117</p> <p>SW: Title Page: i; Program Consulting Authors: iii; Table of Contents: iv-v; Chapter Opener: 1, 27, 49, 77, 101; Vocabulary Preview: 4, 30, 52, 80, 104; Critical Thinking: Use Illustrations: 116, 117</p> <p>TG: Table of Contents: iv; Map Skills: Cardinal Directions: 59, 60; Active Reading & Lesson Summary: 2, 3, 4, 28, 29, 30, 50, 51, 52, 78, 79, 80, 102, 103, 104, 117, 118; Analyze Visuals: 3, 4, 10, 14, 16, 18, 22, 29, 30, 36, 51, 52, 62, 79, 80, 90, 92, 96, 103, 104, 112, 122, 124, 128; Use Visuals: 82</p>
Language, Craft, and Structure (LCS)	
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 With guidance and support, ask and answer questions about known and unknown words.	<p>FC: Vocabulary Preview: 7, 32, 53, 80, 103</p> <p>SW: Vocabulary Preview: 4, 30, 52, 80, 104</p> <p>TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114</p>
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<p>For related material please see:</p> <p>FC: Vocabulary Preview: 7, 32, 53, 80, 103</p> <p>SW: Vocabulary Preview: 4, 30, 52, 80, 104</p> <p>TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114; Review and Assessment, Writing Activity: 25, 47, 75, 99, 129</p>

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9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	For opportunities to address this standard please see: FC: Vocabulary Preview: 7, 32, 53, 80, 103; What Is My Personal History? 104 SW: Vocabulary Preview: 4, 30, 52, 80, 104; What Is My Personal History? 105, 106 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104, 105, 106; Academic Vocabulary: 3, 114
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	FC: How Do People Best Cooperate? 1; What Rules Do We Follow? 16; What Are Our Country’s Symbols? 24, 25; What Are Our Country’s Monument? 26; What Do We Need? What Do We Want? 33; What Are Goods and Services? 47; What Are the Seasons? 72; How Is Culture Shared? 77; How Does Life Change Throughout History? 100 SW: How Do People Best Cooperate? 1; What Rules Do We Follow? 13; What Are Our Country’s Symbols? 21, 22; What Are Our Country’s Monument? 23; What Do We Need? What Do We Want? 31, 32; What Are Goods and Services? 45, 46; What Are the Seasons? 71, 72; How Is Culture Shared? 77; How Does Life Change Throughout History? 101 TG: Active Reading & Lesson Summary: 3, 14, 22, 26, 32, 45, 46, 71, 72, 79, 103
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	FC: Vocabulary Preview: 7, 32, 53, 80, 103 SW: Vocabulary Preview: 4, 30, 52, 80, 104 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Academic Vocabulary: 3, 114; Review and Assessment, Writing Activity: 25, 47, 75, 99, 129

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Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify the author and illustrator and define the role of each.	For related material please see: FC: Critical Thinking: Use Illustrations: 116, 117 SW: Program Consulting Authors: iii; Critical Thinking: Use Illustrations: 116, 117 TG: Active Reading & Lesson Summary: 117, 118; Leveled Reader: 2, 28, 50, 78, 102
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 With guidance and support, explore informational text structures within texts heard or read.	FC: Reading Skills: Main Idea and Details: 14, 15; Reading Skills: Cause and Effect: 43, 44; Reading Skills: Classify and Categorize: 66, 67; Reading Skills Compare and Contrast: 83, 84; Reading Skills: Sequence: 106, 107 SW: Reading Skills: Main Idea and Details: 11, 12; Reading Skills: Cause and Effect: 41, 42; Reading Skills: Classify and Categorize: 65, 66; Reading Skills Compare and Contrast: 83, 84; Reading Skills: Sequence: 107, 108 TG: Active Reading & Lesson Summary: 11, 12, 41, 42, 65, 66, 83, 84, 107, 108; Main Idea and Details: 4, 6, 8, 10, 14, 16, 18, 22, 24; Cause and Effect: 30, 32, 36, 40, 44, 46, 70; Classify and Categorize: 54, 56, 58, 62, 64, 68, 70, 72, 74; Compare and Contrast: 82, 86, 90, 92, 94, 96; Sequence: 106, 110, 112, 114, 116, 120, 122, 124, 126, 128
11.2 With guidance and support, identify the reasons an author gives to support a position.	FC: How Do We Make Decisions? 20, 21; Collaboration and Creativity: Problem Solving: 22, 23 SW: How Do We Make Decisions? 17, 18; Collaboration and Creativity: Problem Solving: 19, 20 TG: Active Reading & Lesson Summary: 17, 18, 19, 20

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Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are . TG: Leveled Reader: 2, 28, 50, 78, 102
12.2 Read independently for sustained periods of time.	SW: Students can apply when reading each chapter of Here We Are . TG: Leveled Reader: 2, 28, 50, 78, 102
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	FC: Teachers actively involve students in the reading process with each chart page. SW: Students can apply when reading each chapter of Here We Are . TG: Leveled Reader: 2, 28, 50, 78, 102
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	TG: Differentiated Instruction, L4 Challenge: 38; Review and Assessment: 99
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Opportunities to address: TG: Differentiated Instruction, L4 Challenge: 38; Review and Assessment: 99

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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 128; Review and Assessment: 3, 6, 25, 29, 47, 70, 75, 88, 90, 99, 127, 129, 130
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	For related material please see: FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 127, 128; Review and Assessment: 25, 47, 75, 99, 129, 130
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 With guidance and support, use nouns.	When writing or speaking complete sentences, students use nouns. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126

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4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	When speaking complete sentences, students can use regular plural nouns correctly. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
4.3 With guidance and support, understand and use interrogatives.	When writing or speaking complete sentences, students can create questions using what, when, where, who, why and how. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
4.4 With guidance and support, use verbs.	When writing or speaking complete sentences, students use verbs. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
4.5 With guidance and support, use adjectives.	When writing informative/explanatory activities, students use adjectives. FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 128; Review and Assessment: 3, 6, 25, 29, 47, 70, 75, 88, 90, 99, 127, 129, 130
4.6 With guidance and support, use prepositional phrases.	When discussing where places are located, students can use prepositional phrases. FC: Where Are Places Located? 56, 57 SW: Where Are Places Located? 55, 56 TG: Active Reading & Lesson Summary: 55, 56

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4.7 With guidance and support, use conjunctions.	When writing or speaking complete sentences, students can use conjunctions. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
4.8 Produce and expand complete sentences.	TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	When writing complete sentences, students should use correct capitalization. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
5.2 Recognize and name end punctuation.	When writing complete sentences, students should use proper end punctuation. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
5.3 Write letter(s) for familiar consonant and vowel sounds.	This standard is outside the scope of this program.
5.4 Spell simple words phonetically.	Beginning writers often spell words phonetically. TG: Active Reading & Lesson Summary: 3, 6, 8, 20, 29, 30, 37, 38, 46, 52, 54, 66, 70, 72, 79, 80, 84, 92, 98, 103, 104, 108, 110, 112, 114, 116, 120, 122, 124, 126
5.5 Consult print and multimedia resources to check and correct spellings.	This standard is outside the scope of this program.

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Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	<p>Opinion Writing: TG: Differentiated Instruction, L4 Challenge: 38; Review and Assessment: 99</p> <p>Informative/Explanatory: FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 128; Review and Assessment: 3, 6, 25, 29, 47, 70, 75, 88, 90, 99, 127, 129, 130</p> <p>Narrative: FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130</p>
6.2 Print upper-and lower-case letters.	<p>Students apply this objective when writing a wide variety of activities and exercises.</p> <p>Opinion Writing: TG: Differentiated Instruction, L4 Challenge: 38; Review and Assessment: 99</p> <p>Informative/Explanatory: FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 128; Review and Assessment: 3, 6, 25, 29, 47, 70, 75, 88, 90, 99, 127, 129, 130</p> <p>Narrative: FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130</p>

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6.3 Recognize that print moves from left to right and that there are spaces between words.	<p>FC: What Is a Timeline? 112 SW: What Is a Timeline? Teaching Note: 113 TG: Active Reading & Lesson Summary: 113, 114</p> <p>Also, students apply this objective when writing a wide variety of activities and exercises.</p> <p>Opinion Writing: TG: Differentiated Instruction, L4 Challenge: 38; Review and Assessment: 99</p> <p>Informative/Explanatory: FC: How Has Technology Changed? 126, 127; myStory Book: 128 SW: How Has Technology Changed? 127, 128; myStory Book: 129 TG: Active Reading & Lesson Summary: 128; Review and Assessment: 3, 6, 25, 29, 47, 70, 75, 88, 90, 99, 127, 129, 130</p> <p>Narrative: FC: myStory Book: 26, 49, 76, 99, 128 SW: myStory Book: 25, 47, 75, 99, 129 TG: Active Reading & Lesson Summary: 30, 48, 76, 100, 130</p>
6.4 Locate letter keys on an electronic device.	<p>FC: For related material please see: How Has Technology Changed? 126, 127 SW: How Has Technology Changed? 127, 128 TG: Active Reading & Lesson Summary: 127, 128</p>
6.5 <i>This indicator begins in Grade 2</i>	

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Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	Students meet this objective throughout the text. Refer to the following examples: FC: How Do We Get Along With Others? 12, 13; How Do We Celebrate? 89, 90; Who Are American Folk Heroes? 93, 94 SW: How Do We Get Along With Others? 9, 10; How Do We Celebrate? 89, 90; Who Are American Folk Heroes? 94, 95 TG: Active Reading & Lesson Summary: 9, 10, 89, 90, 93, 94; Review and Assessment: 25, 47, 75, 93, 94; Acting Out: 6, 8, 12, 18, 29, 74, 88, 90, 106, 110, 118, 120; Role-Play: 20, 32, 34, 40, 44, 72, 94, 112, 124
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	FC: What Makes a Good Citizen? 8; Collaboration and Creativity: Listening and Speaking: 39 SW: What Makes a Good Citizen? 5; Collaboration and Creativity: Listening and Speaking: 37, 38 TG: Active Reading & Lesson Summary: 5, 6, 37, 38, 82, 120, 122, 128
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	FC: Who Are American Folk Heroes? 93; myStory Book: 99 SW: Who Are American Folk Heroes? 94; myStory Book Teaching Note: 99 TG: Active Reading & Lesson Summary: 93, 94, 100; Review and Assessment: 25, 47, 75

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1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	Students meet this objective throughout the text. Refer to the following examples: FC: Chapter Opener: 4, 29, 50, 77, 100; Collaboration and Creativity: Problem Solving: 22, 23; Collaboration and Creativity: Listening and Speaking: 39 SW: Chapter Opener: 1, 27, 49, 77, 101; Collaboration and Creativity: Problem Solving: 19, 20; Collaboration and Creativity: Listening and Speaking: 37, 38 TG: Active Reading & Lesson Summary: 2, 3, 19, 20, 28, 29, 37, 38, 50, 51, 78, 79, 102, 103; Review and Assessment: 25, 47, 75
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	FC: Collaboration and Creativity: Listening and Speaking: 39; What Is My Personal History? 104 SW: Collaboration and Creativity: Listening and Speaking: 37, 38; What Is My Personal History? 105, 106 TG: Active Reading & Lesson Summary: 37, 38, 105, 106; Review and Assessment: 25, 47, 75
1.6 <i>This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students’ ability to transfer and apply their learning to new situations. TG: Active Reading & Lesson Summary: 25, 26, 47, 48, 75, 76, 99, 100, 129, 130; Review and Assessment: 25, 47, 75, 99, 129; Make Connections: 3, 8, 14, 16, 24, 29, 30, 32, 51, 54, 72, 74, 79, 88, 103, 120, 126

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<p style="text-align: center;">South Carolina College-and Career-Ready Standards for English Language Arts</p>	<p style="text-align: center;">myWorld Social Studies Here We Are Kindergarten</p>
<p>2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students’ ability to transfer and apply their learning to new situations. TG: Active Reading & Lesson Summary: 25, 26, 47, 48, 75, 76, 99, 100, 129, 130; Review and Assessment: 25, 47, 75, 99, 129; Analyze Primary Sources: 116, 22</p>
<p>2.3 <i>This indicator begins in Grade 6.</i> Grade 6 <i>Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</i></p>	
<p>2.4 <i>This indicator begins in Grade 3.</i> Grade 3 <i>Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</i></p>	

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Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	<p>Students meet this objective throughout the text. In addition, students may watch myStory Video in which children their own age explore the Big Question and key ideas they will learn about in the chapter, or a character from the chapter comes to life in a graphic novel style animation. Refer to the following examples:</p> <p>FC: Chapter Opener: 4, 29, 50, 77, 100; Lessons: 8, 10, 12, 16, 18, 20, 24, 26, 33, 35, 37, 41, 45, 47, 54, 56, 58, 62, 64, 68, 70, 72, 74, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 122, 124, 126</p> <p>SW: Chapter Opener: 1, 27, 49, 77, 101; Lessons: 5, 7, 9, 13, 15, 17, 21, 23, 31, 33, 35, 39, 43, 45, 53, 55, 57, 61, 63, 67, 69, 71, 73, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 123, 124, 126</p> <p>TG: Active Reading & Lesson Summary: 2, 3, 28, 29, 50, 51, 78, 79, 102, 103; Analyze Visuals: 3, 4, 10, 14, 16, 18, 22, 29, 30, 36, 51, 52, 62, 79, 80, 90, 92, 96, 103, 104, 112, 122, 124, 128; Use Visuals: 82; Lessons: 6, 10, 14, 16, 18, 22, 24, 32, 34, 36, 40, 44, 46, 54, 56, 58, 62, 68, 70, 72, 74, 82, 86, 88, 90, 92, 96, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128</p>
3.2 Use appropriate props, images, or illustrations to support verbal communication.	TG: Acting Out: 6, 8, 12, 18, 29, 74, 88, 90, 106, 110, 118, 120; Review and Assessment: 25, 47, 75; Role-Play: 20, 32, 34, 40, 44, 72, 94, 112, 124

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Language, Craft and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Identify speaker’s purpose.	For opportunities to address this standard please see: FC: Lessons: 8, 10, 12, 16, 18, 20, 24, 26, 33, 35, 37, 41, 45, 47, 54, 56, 58, 62, 64, 68, 70, 72, 74, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 122, 124, 126 SW: Lessons: 5, 7, 9, 13, 15, 17, 21, 23, 31, 33, 35, 39, 43, 45, 53, 55, 57, 61, 63, 67, 69, 71, 73, 81, 85, 87, 89, 91, 93, 95, 104, 108, 110, 112, 114, 118, 120, 123, 124, 126 TG: Lessons: 6, 10, 14, 16, 18, 22, 24, 32, 34, 36, 40, 44, 46, 54, 56, 58, 62, 68, 70, 72, 74, 82, 86, 88, 90, 92, 96, 106, 110, 112, 114, 116, 120, 122, 124, 126, 128
4.2 Identify the introduction and conclusion of a presentation.	This standard is outside the scope of this program.
4.3 Identify when the speaker uses intonation and word stress.	This standard is outside the scope of this program.
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	FC: Begin With a Song: 6, 31, 52, 79, 102 SW: Begin With a Song: 3, 29, 51, 79, 103 TG: Active Reading & Lesson Summary: 4, 30, 52, 80, 104; Review and Assessment: 25, 47, 75; Acting Out: 6, 8, 12, 18, 29, 74, 88, 90, 106, 110, 118, 120; Role-Play: 20, 32, 34, 40, 44, 72, 94, 112, 124
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	FC: Begin With a Song: 52, 79, 102 SW: Begin With a Song: 52, 79, 103 TG: Active Reading & Lesson Summary: 52, 80, 104
5.3 <i>This Indicator does not begin until English 1.</i> English 1 <i>Develop messages that use logical, emotional, and ethical appeals.</i>	