

## A Correlation of



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To the

# Texas Essential Knowledge and Skills for Social Studies Kindergarten



# **A Correlation of Texas myView Literacy, Kindergarten, ©2019 to the Texas Essential Knowledge and Skills for Social Studies**

## **Introduction**

This document demonstrates how *Texas myView Literacy* content for Kindergarten meets the Texas Essential Knowledge and Skills for Social Studies, Kindergarten. References are to the Teacher Edition.

**Texas myView, ©2019** is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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**Table of Contents**

<b>History.....</b>	<b>4</b>
<b>Geography.....</b>	<b>6</b>
<b>Economics. ....</b>	<b>9</b>
<b>Government.....</b>	<b>10</b>
<b>Citizenship. ....</b>	<b>12</b>
<b>Culture.....</b>	<b>12</b>
<b>Science, technology, and society.....</b>	<b>14</b>
<b>Social studies skills. ....</b>	<b>16</b>

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<b>Kindergarten - Knowledge and Skills</b>	
(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	
(A) explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day; and	For supporting content please see: <b>Unit 4:</b> Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324
(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	<b>Unit 4:</b> Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	
(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and	<b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Libraries (Benjamin Franklin), T187 <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

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<p>(B) identify contributions of patriots and good citizens who have shaped the community.</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>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	
<p>(A) place events in chronological order;</p>	<p><b>Unit 2:</b> Small Group: Matching Texts to Learning, <i>Slow Down, Stooley!</i>, T179 Minilesson: Mentor Stack, Explore Organize Information, T223</p> <p><b>Unit 3:</b> Small Group: Matching Texts to Learning, <i>Busy Bees</i>, T327</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Time Line, T160-T161 Minilesson: Narrative Nonfiction (time line), T246-T247 Cross-Curricular Perspectives: Social Studies, Time Line, T257 Minilesson: Find Text Features (time line), T264-T265 Strategy Group: Find Text Features (time line), T266</p>

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<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.</p>	<p><b>Unit 2:</b> Minilesson: Informational Text, T106-T107 Minilesson: Find Text Structure, T124-T125</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> Minilesson: Informational Text (Sequence), T100-T101 Minilesson: Find Text Structure, T118-T119</p>
<p>(4) Geography. The student understands the concept of location. The student is expected to:</p>	
<p>(A) use terms, including over, under, near, far, left, and right, to describe relative location;</p>	<p><b>Unit 1:</b> <i>Too Many Places to Hide</i>, T112-T117</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Location, T116</p> <p><b>Unit 5:</b> Intervention Activity: Decodable Book, <i>We Got Lost</i>, T183</p>

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<p>(B) locate places on the school campus and describe their relative locations; and</p>	<p><b>Unit 1:</b> Small Group: Matching Texts to Learning, <i>Our School</i>, T178 Interact with Sources: Explore the Map, T300-T301 <b>Unit 4:</b> Small Group: Matching Texts to Learning, <i>Ready for School</i>, T178</p>
<p>(C) identify tools that aid in determining location, including maps and globes</p>	<p><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</p>

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<p>(5) Geography. The student understands physical and human characteristics of place. The student is expected to:</p>	
<p>(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and</p>	<p><b>Unit 1:</b>            Cross-Curricular Perspectives: Social Studies, Different Places, T44            Interact with Sources: Explore the Infographic, T160-T161            Read Aloud: Special Places, T174-T175            Small Group: Matching Texts to Learning, <i>At the Beach</i>, T179            Interact with Sources: Explore the Infographic, T230-T231  <b>Unit 2:</b>            Small Group: Matching Texts to Learning, <i>At the Seaside</i>, T248            Small Group: Matching Texts to Learning, <i>At the Pond</i>, T249  <b>Unit 5:</b>  <i>Weather Around the World</i>, T40-T45  <i>A Desert in Bloom</i>, T106-T111            Minilesson: Talk About It, T127            Explore the Poems: Weather Poems, T152-T153            Small Group: Matching Texts to Learning, <i>The Storm</i>, T169            Cross-Curricular Perspectives: Science, Tornadoes, T240            Cross-Curricular Perspectives: Social Studies, Blizzards, T246  <i>Who Likes Rain?</i>, T310-T315</p>
<p>(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.</p>	<p><b>Unit 1:</b>            Read Aloud: <i>Sasha’s New Home</i>, T104-T105  <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  <b>Unit 5:</b>            Small Group: Matching Texts to Learning, <i>What Will I Wear Today?</i>, T168</p>



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<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	
<p>(A) identify basic human needs of food, clothing, and shelter;</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Art Store (needs and wants), T324</p> <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 5:</b> Cross-Curricular Perspectives: Science, Rain (survival), T312</p>
<p>(B) explain the difference between needs and wants; and</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Art Store, (needs and wants), T324</p> <p><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</p>
<p>(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Art Store, T324</p> <p><b>Unit 5:</b> Poetry Collection, T172-T177 Cross-Curricular Perspectives: Social Studies, Iroquois Legend (how to plant crops), T177</p>

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<p>(7) Economics. The student understands the value of jobs. The student is expected to:</p>	
<p>(A) identify jobs in the home, school, and community; and</p>	<p><b>Unit 1:</b> Conduct Research: Ask a Librarian, T390-T391 <b>Unit 4:</b> Read Aloud: The Doctor’s Visit, T34-T35 First Read: Look, Think Aloud, T114 Close Read: Make Inferences (workers), T115 Minilesson: Make Inferences, T128-T129 Small Group: Matching Texts to Learning, <i>Ready for School</i>, T178 Small Group: Matching Texts to Learning, <i>Fire! Fire!</i>, T249</p>
<p>(B) explain why people have jobs.</p>	<p>For supporting content please see: <b>Unit 1:</b> Conduct Research: Ask a Librarian, T390-T391 <b>Unit 4:</b> Read Aloud: The Doctor’s Visit, T34-T35 First Read: Look, Think Aloud, T114 Close Read: Make Inferences (workers), T115 Minilesson: Make Inferences, T128-T129 Small Group: Matching Texts to Learning, <i>Ready for School</i>, T178 Small Group: Matching Texts to Learning, <i>Fire! Fire!</i>, T249</p>
<p>(8) Government. The student understands the purpose of rules. The student is expected to:</p>	
<p>(A) identify purposes for having rules; and</p>	<p><b>Unit 1:</b> Small Group: Matching Texts to Learning, <i>Look Out!</i>, T39 <b>Unit 4:</b> 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</p>

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<p>(B) identify rules that provide order, security, and safety in the home and school.</p>	<p><b>Unit 1:</b> Small Group: Matching Texts to Learning, <i>Look Out!</i>, T39</p> <p><b>Unit 4:</b> ELL Targeted Support (laws), T253 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p> <p><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</p>
<p>(9) Government. The student understands the role of authority figures. The student is expected to:</p>	
<p>(A) identify authority figures in the home, school, and community; and</p>	<p><b>Unit 2:</b> Customize It!, T396</p> <p><b>Unit 3:</b> Minilesson: Folktale, T36</p> <p><b>Unit 4:</b> <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257</p>
<p>(B) explain how authority figures make and enforce rules</p>	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Small Group: Matching Texts to Learning, <i>Look Out!</i>, T39</p> <p><b>Unit 4:</b> ELL Targeted Support (laws), T253 Cross-Curricular Perspectives: Social Studies, Martin Luther King, Jr., T254</p>

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<p><b>(10)</b> Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	
<p>(A) identify the flags of the United States and Texas;</p>	<p><b>Unit 4:</b> ELL Targeted Support: Narrative Nonfiction (American flag), T245</p>
<p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p>	<p>For opportunities to address this standard please see: <b>Unit 4:</b> Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>(C) identify Constitution Day as a celebration of American freedom; and</p>	<p>For opportunities to address this standard please see: <b>Unit 4:</b> Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions (Fourth of July), T324</p>
<p>(D) use voting as a method for group decision making.</p>	<p><b>Unit 3:</b> Minilesson: Apply Compose an Ending, T232</p>
<p><b>(11)</b> Culture. The student understands similarities and differences among people. The student is expected to:</p>	
<p>(A) identify similarities and differences among people such as kinship, laws, and religion; and</p>	<p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Culture, T44 <b>Unit 4:</b> <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>, T252-T257</p>

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<p>(B) identify similarities and differences among people such as music, clothing, and food.</p>	<p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, Culture, T44 <b>Unit 4:</b> Read Aloud: A Night at the Cogdells, T314-T315 Small Group: Matching Texts to Learning, <i>Time to Eat</i>, T319 <i>Tempera, Tempera</i>, T322-T327 <b>Unit 5:</b> Cross-Curricular Perspectives: Social Studies, Different Languages, T174</p>
<p>(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:</p>	
<p>(A) describe and explain the importance of family customs and traditions; and</p>	<p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Customs, T177 Small Group: Matching Texts to Learning, <i>Chinese New Year</i>, T248 Small Group: Matching Texts to Learning, <i>Merry Christmas</i>, T248 Small Group: Matching Texts to Learning, <i>Rosh Hashanah</i>, T249 Interact with Sources: Explore the Poem, "A Family Tradition," T300-T301 Read Aloud: A Night at the Cogdells, T315 <i>Tempera, Tempera</i>, T322-T327 Cross-Curricular Perspectives: Social Studies, Family Traditions, T324 Small Group: Intervention Activity: Compare Texts, T346 On-Level and Advanced: Inquiry, T346</p>

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<p>(B) compare family customs and traditions.</p>	<p><b>Unit 4:</b> Interact with Sources: Explore the Poem, T300-T301 Cross-Curricular Perspectives: Social Studies, Family Traditions, T324 Minilesson, Compare Texts, Talk About It, T344-T345 Student Interactive: Reflect and Share, T345 Small Group: Compare Texts, T346 Small Group: Intervention Activity: Compare Texts, T346</p>
<p>(13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:</p>	
<p>(A) identify examples of technology used in the home and school;</p>	<p><b>Unit 2:</b> Customize It! Use Technology, T392 <b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399 <b>Unit 5:</b> Explore Digital Tools to Produce Writing, T281 Apply Digital Tools to Produce Writing, T282 Minilesson: Explore Digital Tools to Publish Writing, T283 Minilesson: Apply Digital Tools to Publish Writing, T284</p>

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<p>(B) describe how technology helps accomplish specific tasks and meet people's needs; and</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Radio, T46</p> <p><b>Unit 2:</b> Customize It! Use Technology, T392 Share, T396</p> <p><b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399</p> <p><b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, Computer, T185</p> <p><b>Unit 5:</b> Explore Digital Tools to Produce Writing, T281 Apply Digital Tools to Produce Writing, T282 Minilesson: Explore Digital Tools to Publish Writing, T283 Minilesson: Apply Digital Tools to Publish Writing, T284</p>
<p>(C) describe how his or her life might be different without modern technology.</p>	<p><b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, Computer, T185</p> <p><b>Unit 4:</b> Interact with Sources: Explore the Time Line, T160-T161 <i>Grandma's Phone</i>, T182-T187 Interact with Sources: Explore the Infographic, T230-T231</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Website, T20-T21</p>

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<p>(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;</p>	<p><b>Unit 1:</b> Conduct Research: Ask a Librarian, T390-T391 ELL Targeted Support: Taking Notes, T393 <b>Unit 2:</b> List Books: Simple Graphics, T82 Customize It!, T390 Sources, T390 <b>Unit 3:</b> COLLABORATE, T398 Use a Library Database, T398 <b>Unit 4:</b> Genre Immersion Lesson, T81 Conduct Research: Conduct an Interview, T392-T393 Refine Research: Take Notes, T394-T395 <b>Unit 5:</b> Customize It!, T374 Look Online, T374</p>
<p>(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and</p>	<p><b>Unit 2:</b> Conduct Research: Sources, T390-T391 <b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399 <b>Unit 4:</b> Respond and Analyze: My View, T258 Integrate Your Instruction: Social Studies, T367 <b>Unit 5:</b> Interact with Sources: Explore the Web Site, T20-T21 ELL Targeted Support: Understand Environmental Print, T21 Conduct Research: Look Online, T374-T375</p>



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<p>(C) sequence and categorize information.</p>	<p><b>Unit 1:</b>                      Minilesson: Concept Sort, T70                      Lesson 1: Nouns, T74                      Minilesson: Concept Sort, T140-T141                      Minilesson: Concept Sort, T210-T211                      Minilesson: Concept Sort, T280-T281                      Minilesson: Concept Sort, T350-T351</p> <p><b>Unit 2:</b>                      Minilesson: Informational Text (Sequence),                      T106-T107  <i>Making a Place to Live</i>, 112-117                      Minilesson: Find Text Structure, T124-T125</p> <p><b>Unit 3:</b>                      Minilesson: Letter Sort, T218-T219</p> <p><b>Unit 4:</b>                      ELL Targeted Support: Time Lines, T246</p> <p><b>Unit 5:</b>                      Minilesson: Informational Text (Sequence),                      T100-T101                      Minilesson: Find Text Structure, T118-T119</p>

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<p>(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p>	
<p>(A) express ideas orally based on knowledge and experiences; and</p>	<p>This skill is met throughout the program. Refer to the following examples:</p> <p><b>Unit 1:</b>            Whole Group, T41            Reflect and Share: Talk About It, T134-T135            Whole Group, T273            Minilesson: Reflect and Share, T274-T275            Share Back, T290            Reflect and Share: Talk About It, T344-T345</p> <p><b>Unit 2:</b>            Whole Group, T123            Share Back, T152            myView, T188            Reflect and Share, T204-T205            Whole Group, T263            Reflect and Share, T274-T275</p> <p><b>Unit 3:</b>            Whole Group, T131            Whole Group, T135            Reflect and Share: Talk About It, T142-T143            Whole Group, T145            Turn, Talk, and Share, T185            Turn, Talk, and Share, T325</p> <p><b>Unit 4:</b>            Respond and Analyze, myView, T48            Whole Group, T123            Whole Group, T181            Reflect and Share: Talk About It, T204-T205            Whole Group, T333            COLLABORATE, T388</p> <p><b>Unit 5:</b>            My View, T178            First Read: Talk, T314            Whole Group, T321            Reflect and Share: Talk About It, T330-T331            Minilesson: Assessment, T350            ELL Targeted Support, T371</p>

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<p>(B) create and interpret visuals, including pictures and maps.</p>	<p><b>Unit 1:</b> Celebrate Freedom: What does freedom mean to me?, 3 Decodable Story: Read I Am, T30-T31 Minilesson: Develop Vocabulary, T188 Interact with Sources: Explore the Map, T300-T301 Minilesson: Develop Vocabulary, T328</p> <p><b>Unit 2:</b> Graphics, T220 Minilesson: Informational Text, T246-T247</p> <p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, (Mexico on Map), T332</p> <p><b>Unit 4:</b> My View, T258</p> <p><b>Unit 5:</b> ELL Targeted Support: Understand Environmental Print, T21 Connect Text and Illustrations, T36 Close Read: Connect Text and Illustrations, T43 First Read: Look, T44 Minilesson: Connect Text and Illustrations, T52-T53 Strategy Group: CONNECT TEXT AND ILLUSTRATIONS, T54 ASSESS UNDERSTANDING, T69 Minilesson: Explore Graphics, T211 Cross-Curricular Perspectives: Science, Blizzards (Map of U.S.), T246</p>

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<p>(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Small Group: Matching Texts to Learning, <i>At School</i> (problem and solution), T108            Minilesson: Reflect and Share, Talk About It, T134-T135            Small Group: Strategy Group, T136            Small Group: Conferring, Compare Texts, T137  <b>Unit 3:</b>            Writing Support: Problem and Resolution, T162            Minilesson: Describe Plot (problems), T342  <b>Unit 4:</b>            Writing Support: Problem and Resolution, T154</p>
<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367            Project-Based Inquiry: Integrate your Instruction, Social Studies, T367            Compare Across Texts: Going Places, T368-T369  <b>Unit 3:</b>            Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T375            Project-Based Inquiry: Integrate your Instruction, Social Studies, T375            Compare Across Texts: Tell Me a Story, T376-T377  <b>Unit 4:</b>            Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T367            Project-Based Inquiry: Integrate your Instruction, Social Studies, T367            Compare Across Texts: Then and Now, T368-T369</p>