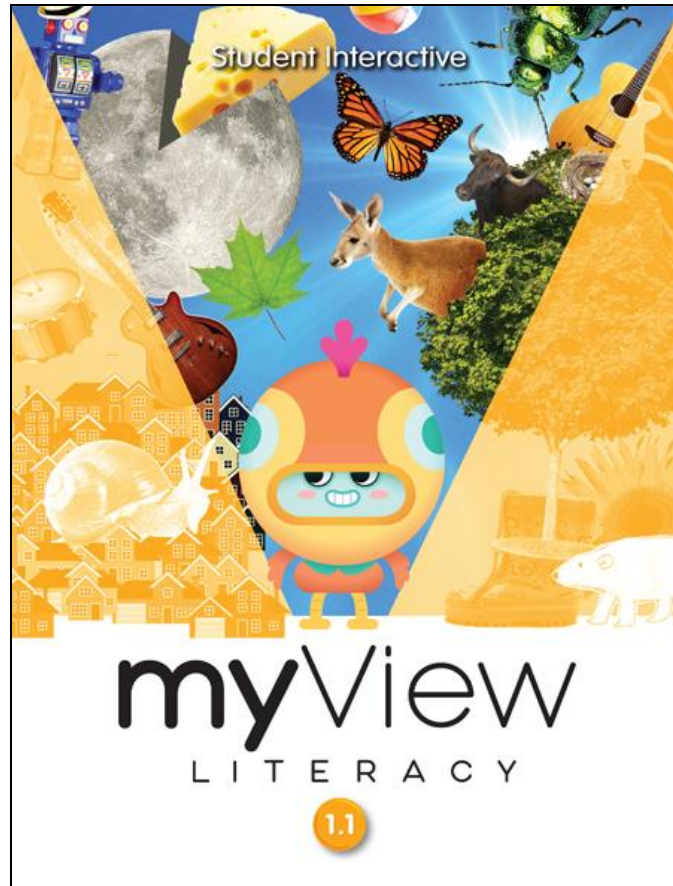


A Correlation of



Grade 1, ©2020

To the

**College, Career, & Civic Life (C3) Framework
for Social Studies State Standards
Grades K-2**

A Correlation of myView Literacy, Grade One, ©2020 to the C3 Framework for Social Studies State Standards

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **College, Career, & Civic Life (C3) Framework 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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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 2*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.1.K-2. Explain why the compelling question is important to the student.</p>	<p>Each unit in <i>myView Literacy</i> targets an overarching theme with an Essential Question and Weekly Questions that guide the learning.</p> <p>Unit 1: My Neighborhood: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T92-T93, T238-T239, T314-T315 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T168-T169</p> <p>Unit 2: I Spy: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T164-T165 Interact with Sources: Explore the Diagram, Essential Question, Weekly Question, T92-T93 Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T234-T235 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T304-T305</p> <p>Unit 3: Imagine That: Essential Question, T12 Interact with Sources: Explore the Web Site, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T94-T95, T172-T173 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T242-T243, T312-T313</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade One, ©2020</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Making History: Essential Question, T12 Interact with Sources: Explore the Time Line, Essential Question, Weekly Question, T20-T21 Interact with Sources: Explore the Web Site, Essential Question, Weekly Question, T98-T99 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T174-T175, T318-T319 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T244-T245</p> <p>Unit 5: Beyond My World: Essential Question, T12 Interact with Sources: Explore the Infographic, Essential Question, Weekly Question, T20-T21, T166-T167, T310-T311 Interact with Sources: Explore the Web Site, Essential Question, Weekly Question, T94-T95 Interact with Sources: Explore the Poem, Essential Question, Weekly Question, T236-T237</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
<p>D1.2.K-2. Identify disciplinary ideas associated with a compelling question.</p>	<p>Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T381 Project-Based Inquiry: Integrate your Instruction, Social Studies, T381 Compare Across Texts: My Neighborhood, T382-T383</p> <p>Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T379 Project-Based Inquiry: Integrate your Instruction, Social Studies, T379 Compare Across Texts: Imagine That, T380-T381</p> <p>Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T387 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387 Compare Across Texts: Making History, T388-T389</p>
Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.3.K-2. Identify facts and concepts associated with a supporting question.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T92-T93, T238-T239, T314-T315 Introduce the Text, T42-T49, T114-T125, T190-T195, T260-T271, T336-T341 Interact with Sources: Explore the Diagram, Weekly Question, T168-T169</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T164-T165 Introduce the Text, T42-T49, T114-T121, T186-T191, T256-T261, T326-T331 Interact with Sources: Explore the Diagram, Weekly Question, T92-T93 Interact with Sources: Explore the Time Line, Weekly Question, T234-T235 Interact with Sources: Explore the Poem, Weekly Question, T304-T305</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
(Continued)	(Continued) Unit 3: Interact with Sources: Explore the Web Site, Weekly Question, T20-T21 Introduce the Text, T42-T51, T116-T129, T194-T199, T264-T269, T334-T339 Interact with Sources: Explore the Infographic, Weekly Question, T94-T95, T172-T173 Interact with Sources: Explore the Poem, Weekly Question, T242-T243, T312-T313 Unit 4: Interact with Sources: Explore the Time Line, Weekly Question, T20-T21 Introduce the Text, T42-T55, T120-T131, T196-T201, T266-T275, T340-T347 Interact with Sources: Explore the Web Site, Weekly Question, T98-T99 Interact with Sources: Explore the Infographic, Weekly Question, T174-T175, T318-T319 Interact with Sources: Explore the Poem, Weekly Question, T244-T245 Unit 5: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T166-T167, T310-T311 Introduce the Text, T42-T51, T116-T123, T188-T193, T258-T267, T332-T339 Interact with Sources: Explore the Web Site, Weekly Question, T94-T95 Interact with Sources: Explore the Poem, Weekly Question, T236-T237

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
<p>D1.4.K-2. Make connections between supporting questions and compelling questions.</p>	<p>Unit 1: Respond and Analyze: My View, Check for Understanding, T50-T51, T126-T127, T196-T197, T272-T273, T342-T343</p> <p>Unit 2: Respond and Analyze: My View, Check for Understanding, T50-T51, T122-T123, T192-T193, T262-T263, T332-T333</p> <p>Unit 3: Respond and Analyze: My View, Check for Understanding, T52-T53, T130-T131, T200-T201, T270-T271, T340-T341</p> <p>Unit 4: Respond and Analyze: My View, Check for Understanding, T56-T57, T132-T133, T202-T203, T276-T277, T348-T349</p> <p>Unit 5: Respond and Analyze: My View, Check for Understanding, T52-T53, T124-T125, T194-T195, T268-T269, T340-T341</p>
Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T92-T93, T238-T239, T314-T315 Introduce the Text, T42-T49, T114-T125, T190-T195, T260-T271, T336-T341 Interact with Sources: Explore the Diagram, Weekly Question, T168-T169</p> <p>Unit 2: Interact with Sources: Explore the Infographic, Weekly Question, T20-T21, T164-T165 Introduce the Text, T42-T49, T114-T121, T186-T191, T256-T261, T326-T331 Interact with Sources: Explore the Diagram, Weekly Question, T92-T93 Interact with Sources: Explore the Time Line, Weekly Question, T234-T235 Interact with Sources: Explore the Poem, Weekly Question, T304-T305</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	For opportunities to meet this standard, please see: Unit 1: Matching Texts to Learning: <i>Good Neighbors</i> , T187 Matching Texts to Learning: <i>Our Community Center</i> , T257 <i>Garden Party: Community Garden</i> , T260-T265 Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i> , T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>Good Neighbors</i> , T187 Matching Texts to Learning: <i>Our Community Center</i> , T257 <i>Garden Party: Community Garden</i> , T260-T265 Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i> , T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387

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<p>D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Rules, T118 Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169 Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 <i>Look Both Ways!</i>, T190-T195 Book Club, T414-T431 Unit 2: Book Club, T404-T421 Unit 3: Book Club, T412-T429 Unit 4: Book Club, T420-T437 Unit 5: Book Club, T412-T429</p>
<p>D2.Civ.4.K-2. <i>Begins in grades 3–5</i></p>	
<p>D2.Civ.5.K-2. Explain what governments are and some of their functions.</p>	<p>For supporting content please see: Unit 1: Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169 Unit 4: Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>Here's Your Mail</i>, T263</p>

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<p>D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>Unit 1: Introduce the Unit: My Neighborhood, T12 Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329</p>
Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.7.K-2. Apply civic virtues when participating in school settings.</p>	<p>Unit 1: Book Club, T402-T412 Unit 2: Book Club, T418-T429 Unit 3: Book Club, T418-T429 Unit 4: Book Club, T428-T439 Unit 5: Book Club, T418-T429</p>
<p>D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Cross-Curricular Perspectives: Social Studies, Rules, T118 Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169 Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 Matching Texts to Learning: <i>Good Neighbors</i>, T187 <i>Look Both Ways!</i>, T190-T195 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265</p>

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<p>D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p>	<p>Unit 1: Turn, Talk, and Share, T37 ELL Targeted Support: Instructional Conversation, T212 Minilesson: Talk About It, T288 Writing Support, T377 Minilesson: How to Celebrate, T377 Celebrate and Reflect: Share, T412 Book Club, T416, T418-T419</p> <p>Unit 2: Turn, Talk, and Share, T37 Reflect and Share, T138-T139 Writing Club, T87, T159 Minilesson: Talk About It, T278 Book Club, T408-T411, T412-T413</p> <p>Unit 3: Writing Club, T89, T167 Whole Group, T193 Reflect and Share, T146-T147, T216-T217 Book Club: T422-T423, T428-T429</p> <p>Unit 4: Reflect and Share: Talk About It, T292 Share, T418 Book Club, T420-T421, T426-T427</p> <p>Unit 5: Reflect and Share: T68, T284-T285 Whole Group, T199 Reflect and Share, Celebrate and Reflect: Share, T410 Book Club, T412-T413, T426-T427</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
D2.Civ.10.K-2. Compare their own point of view with others' perspectives.	<p>Unit 2: Introduce Persuasive Writing, T394</p> <p>Unit 3: Persuasive Text, T328-T329 First Read, T334, T336 Identify Persuasive Text, T346</p> <p>Unit 5: WRAP-UP: Opinion and Reasons, T181 Persuasive Text, T182 Strategy Group: Identify Persuasive Text, T186 Whole Group, T187 Close Read: Identify Persuasive Text, T191, T193, T200 My View, T194 Strategy Group: Identify Persuasive Text, T202</p>
Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.	<p>Unit 1: Book Club, T414-T431</p> <p>Unit 2: Book Club, T404-T421</p> <p>Unit 3: Book Club, T412-T429</p> <p>Unit 4: Book Club, T420-T437</p> <p>Unit 5: Book Club, T412-T429</p>
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Rules, T118 Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 <i>Look Both Ways!</i>, T190-T195</p>

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<i>Begins in grades 3-5</i>	
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	Unit 4: Making History, T12 Introduce the Unit: Making History, T12 Unit Video: "People from the Past," T12 Student Interactive: Martin Luther King, Jr. T99 <i>Jackie Robinson</i> , T120-131 Cross-Curricular Perspectives: Social Studies, Jackie Robinson, T127 Matching Texts to Learning: <i>Heroes in the Hills</i> , T262 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T345
ECONOMICS	
Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	For supporting content please see: Unit 1: Matching Texts to Learning: <i>Yard Sale</i> , T257 ELL Minilesson Support: Week 5: Publish, Celebrate, and Assess, T373 Minilesson: Choose a Book to Publish, T374 Unit 2: Minilesson: Assessment, T368 Unit 3: Independent Writing: T232 Unit 4: Read Aloud: "Sandra Day O'Connor," T112-T113 Matching Texts to Learning: <i>A Restaurant</i> , T336
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.</p>	<p>For supporting content please see:</p> <p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 Matching Texts to Learning: <i>Yard Sale</i>, T257 Matching Texts to Learning: <i>Our Community Center</i>, T257</p> <p>Unit 2: Read Aloud: Growing Food for the Table, T106-T107</p> <p>Unit 4: Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>Here's Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329 Matching Texts to Learning: <i>A Restaurant</i>, T336 Decodable Reader: <i>Plum Jam</i>, T351</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21</p>

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<p style="text-align: center;">C3 Framework For Social Studies State Standards</p>	<p style="text-align: center;">myView Literacy Grade One, ©2020</p>
<p>D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 Matching Texts to Learning: <i>Yard Sale</i>, T257 Matching Texts to Learning: <i>Our Community Center</i>, T257</p> <p>Unit 2: Read Aloud: Growing Food for the Table, T106-T107</p> <p>Unit 4: Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>Here's Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329 Matching Texts to Learning: <i>A Restaurant</i>, T336 Decodable Reader: <i>Plum Jam</i>, T351</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21</p>
<p>D2.Eco.5.K-2. Identify prices of products in a local market.</p>	<p>For supporting content please see:</p> <p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T55 Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>A Restaurant</i>, T336</p>

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<p>D2.Eco.6.K-2. Explain how people earn income.</p>	<p>Unit 1: Crossing Guards, T193 <i>Garden Party: Community Garden</i>, T260-T265 Unit 2: Matching Texts to Learning: <i>What Will I Be?</i>, T252 Read Aloud: A Visit to the Dentist, T318-319 Unit 3: Cross-Curricular Perspectives: Social Studies, Artist, T196 Read Aloud: Why Kids Need Chores, T327-T328 Unit 4: Matching Texts to Learning: <i>Here’s Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329</p>
<p>D2.Eco.7.K-2. Describe examples of costs of production.</p>	<p>For opportunities to meet this standard, please see: Unit 1: Matching Texts to Learning: <i>Homes</i>, T110 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Unit 2: Read Aloud: Growing Food for the Table, T106-T107 Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21</p>
<p><i>Begins in grades 3-5</i></p>	
<p>D2.Eco.9.K-2. Describe the role of banks in an economy</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>The National Economy</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Eco.10.K-2. Explain why people save.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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C3 Framework For Social Studies State Standards	myView Literacy Grade One, ©2020
<i>Begins in grades 3-5</i>	
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	Unit 1: Crossing Guards, T193 Unit 4: Matching Texts to Learning: <i>Here's Your Mail</i> , T263
D2.Eco.13.K-2. Describe examples of capital goods and human capital.	Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>Yard Sale</i> , T257 Unit 2: Read Aloud: Growing Food for the Table, T106-T107 Unit 4: Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 Matching Texts to Learning: <i>Goods and Services</i> , T263 Matching Texts to Learning: <i>A Restaurant</i> , T336 Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21
The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	For supporting content please see: Unit 2: Read Aloud: Growing Food for the Table, T106-T107 Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21

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GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	Unit 1: <i>Making a Map</i> , T336-T341 Cross-Curricular Perspectives: Social Studies, Cartographer, T338
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	Unit 1: <i>The Blackout</i> (weather), T42-T49 Read Aloud: How to Describe Your Neighborhood, T328-T329 Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i> , T322 Unit 4: Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T46 Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T50 Cross-Curricular Perspectives: Social Studies, New Mexico, T53 Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 Minilesson: Informational Text, T36-T37 Matching Texts to Learning: <i>Summer</i> , T38 Matching Texts to Learning: <i>Fall</i> , T38 Matching Texts to Learning: <i>Wild Weather</i> , T39 <i>Every Season</i> , T42-T51 <i>Seasons Around the World</i> , T116-T123 Matching Texts to Learning: <i>Spring!</i> , T113 Matching Texts to Learning: <i>Winter!</i> , T113
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	Unit 1: Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural), T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i> , T336-T341

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Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>	<p>Unit 1: <i>The Blackout</i> (weather), T42-T49</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 Minilessons: Informational Text, T36-T37 Matching Texts to Learning: <i>Summer</i>, T38 Matching Texts to Learning: <i>Fall</i>, T38 Matching Texts to Learning: <i>Wild Weather</i>, T39 <i>Every Season</i>, T42-T51 <i>Seasons Around the World</i>, T116-T123 Matching Texts to Learning: <i>Spring!</i>, T113 Matching Texts to Learning: <i>Winter!</i>, T113</p>
<p>D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.</p>	<p>Unit 1: Introduce the Unit: My Neighborhood, T12 Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 Matching Texts to Learning: <i>Earth Day</i>, T332</p> <p>Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i>, T322</p> <p>Unit 5: Matching Texts to Learning: <i>Soil</i>, T39</p>

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<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>	<p>Unit 1: Read Aloud: How to Describe Your Neighborhood, T328-T329</p> <p>Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i>, T322</p> <p>Unit 4: <i>Through Georgia's Eyes</i>, T42-T55 Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T46 Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T50 Cross-Curricular Perspectives: Social Studies, New Mexico, T53</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 Minilesson: Informational Text, T36-T37 Matching Texts to Learning: <i>Summer</i>, T38 Matching Texts to Learning: <i>Fall</i>, T38 <i>Every Season</i>, T42-T51 <i>Seasons Around the World</i>, T116-T123 Matching Texts to Learning: <i>Spring!</i>, T113 Matching Texts to Learning: <i>Winter!</i>, T113</p>
Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Cross-Curricular Perspectives: Social Studies, Cartographer, T338</p> <p>Unit 3: Read Aloud: Think Big/Before: T187 Cross-Curricular Perspectives: Social Studies, Piano, T338</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Decodable Story: <i>Cars by Bob</i>, T184-T185 Read Aloud: From Horse to Car, T188-T189 <i>Before the Railroad Came</i>, T196-T201</p>

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<p>D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.</p>	<p>Unit 1: Introduce the Unit: My Neighborhood, T12 Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Matching Texts to Learning: <i>Erin’s Neighborhood</i>, T111 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 Unit 5: <i>Every Season</i>, T42-T51 Cross-Curricular Perspectives: Social Studies/Science, Northern Places, T50 <i>Seasons Around the World</i>, T116-T123</p>
<p>D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.</p>	<p>Unit 1: Matching Texts to Learning: <i>Yard Sale</i>, T257 Unit 4: Decodable Reader: <i>A Part of the Past</i>, T59 Decodable Reader: <i>On a Farm</i>, T289 Matching Texts to Learning: <i>A Restaurant</i>, T336</p>
Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.</p>	<p>Unit 1: <i>The Blackout</i> (weather), T42-T49 Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i>, T322 Unit 4: Cross-Curricular Perspectives: Social Studies, New Mexico, T53 Book Club: <i>Old Ways and New Ways</i>, T424-T425</p>

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(Continued)	(Continued) Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 Minilesson: Informational Text, T36-T37 Matching Texts to Learning: <i>Summer</i> , T38 Matching Texts to Learning: <i>Fall</i> , T38 Matching Texts to Learning: <i>Wild Weather</i> , T39 <i>Every Season</i> , T42-T51 <i>Seasons Around the World</i> , T116-T123 Matching Texts to Learning: <i>Spring!</i> , T113 Matching Texts to Learning: <i>Winter!</i> , T113
D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, Neighbor to Neighbor, T20-T21 Unit 2: Read Aloud: Growing Food for the Table, T106-T107 Unit 5: <i>Seasons Around the World</i> , T116-T123
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	Unit 1: <i>The Blackout</i> , T42-T49 Close Read: Describe a Character, T47 Close Read: Use Text Evidence, T49 Minilesson: Describe a Character, T56-T57 Strategy Group: Describe Characters, T58 Minilesson: Use Text Evidence, T60-T61 Strategy Group: Use Text Evidence, T62 Reflect and Share: Talk About It, T66-T67 Unit 5: Matching Texts to Learning: <i>Wild Weather</i> , T39

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myView Literacy Grade One, ©2020</p>
<p>HISTORY</p>	
<p>Change, Continuity, and Context</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p>	<p>Unit 2: Interact with Sources: Explore the Time Line, T234-T235</p> <p>Unit 3: Formative Assessment: Conference Prompts, Adverbs That Convey Time (use calendar), T300</p> <p>Unit 4: Interact with Sources: Explore the Time Line, T20-T21 Small Group: Strategy Group, ELL Targeted Support, T40 Reflect and Share: Talk About It, T72-T73 Minilesson: Use Text Structure (chronological sequence), T138-T139 ELL Targeted Support: Use Text Structure, T138 Minilesson: Generate Ideas, Draw a time line, T91 Read Aloud: From Horse to Car (Henry Ford), T188-T189</p>

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<p>D2.His.2.K-2. Compare life in the past to life today.</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49</p> <p>Unit 3: Read Aloud: Before: T187</p> <p>Unit 4: Making History, T12 Introduce the Unit: Making History, T12 Unit Video: "People from the Past," T12 Decodable Reader: <i>A Part of the Past</i>, T59 Student Interactive: Martin Luther King, Jr. T99 <i>Jackie Robinson</i>, T120-131 Cross-Curricular Perspectives: Social Studies, Jackie Robinson, T127 Matching Texts to Learning: <i>In the Past</i>, T192 <i>Before the Railroad Came</i>, T196-T201 Matching Texts to Learning: <i>Heroes in the Hills</i>, T262 Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Matching Texts to Learning: <i>Pioneer Village</i>, T336 Book Club: <i>Old Ways and New Ways</i>, T424-T425</p>
<p>D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p>Unit 4: <i>Through Georgia's Eyes</i>, T42-T56 Close Read: Ask and Answer Questions, T49, T55, T345, T347 First Read: Ask, T50, T52, T270, T344 Minilesson: Ask and Answer Questions, T66-T67, T358-T359 Strategy Group: Ask and Answer Questions, T70, T360 Intervention Activity: Ask and Answer Questions, T70, T360 Conferring: Ask and Answer Questions, T71, T361 Leveled Readers, Ask and Answer Questions, T71, T361 <i>Eleanor Roosevelt</i>, T340-T347</p>

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Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	<p>Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 Critical Literacy: Compare Viewpoints, T398</p> <p>Unit 3: Interact with Sources: Explore the Poem (Past/Future), T242-T243</p> <p>Unit 4: Making History, T12 Introduce the Unit: Making History, T12 Unit Video: "People from the Past," T12 Decodable Reader: <i>A Part of the Past</i>, T59 Student Interactive: Martin Luther King, Jr. T99 <i>Jackie Robinson</i>, T120-131 Cross-Curricular Perspectives: Social Studies, Jackie Robinson, T127 Matching Texts to Learning: <i>In the Past</i>, T192 Matching Texts to Learning: <i>Heroes in the Hills</i>, T262 Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Matching Texts to Learning: <i>Pioneer Village</i>, T336 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T345 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347 Inquire: Introduce the Project, My Interview, T408-T409 Book Club: <i>Old Ways and New Ways</i>, T424-T425</p> <p>Unit 5: Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406</p>

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<i>Begins in grades 3-5</i>	
D2.His.6.K-2. Compare different accounts of the same historical event.	<p>Unit 4: from <i>What Is the Story of Our Flag?</i>, T266-T271 Close Read: Compare and Contrast Texts, T269, T275, from <i>The First American Flag</i>, T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Respond and Analyze: Check for Understanding, T277 Minilesson: Compare and Contrast Texts, T282-T283 Strategy Group: Compare and Contrast Texts, T284,T366 Intervention Activity: Compare and Contrast Texts, T284 Conferring: Compare and Contrast Texts, T285 Leveled Readers, Compare and Contrast Texts, T285</p>
<i>Begins in grades 9-12</i>	
<i>Begins in grades 9-12</i>	
Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.K-2. Identify different kinds of historical sources.	<p>Unit 1: Use Print Sources, T406 Conduct Research, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410</p> <p>Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 Critical Literacy: Compare Viewpoints, T398 Search Online, T398</p> <p>Unit 3: Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404</p>

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(Continued)	(Continued) Unit 4: Critical Literacy: Build Background, T408 Conduct Research, T412 Interview a Person, T412 Unit 5: Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406 Create a Fact Sheet, T406
D2.His.10.K-2. Explain how historical sources can be used to study the past.	Unit 1: Use Print Sources, T406 Conduct Research, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410 Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 Critical Literacy: Compare Viewpoints, T398 Search Online, T398 Unit 3: Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404 Unit 4: Compare Across Texts: Making History, T388- T389 Critical Literacy: Build Background, T408 Conduct Research, T412 Interview a Person, T412 Unit 5: Search Online, T404 Critical Literacy: Compare Viewpoints, T406 Create a Fact Sheet, T406

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<p>D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</p>	<p>For supporting content please see:</p> <p>Unit 1: Use Print Sources, T406 Conduct Research, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410</p> <p>Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 Critical Literacy: Compare Viewpoints, T398 Search Online, T398</p> <p>Unit 3: Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404</p> <p>Unit 4: Critical Literacy: Build Background, T408 Conduct Research, T412 Interview a Person, T412</p> <p>Unit 5: Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406 Create a Fact Sheet, T406</p>
<p>D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p>Unit 4: Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 from <i>What Is the Story of Our Flag?</i>, T266-T271 from <i>The First American Flag</i>, T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>

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<p><i>Begins at grade 3–5</i></p>	
<p>Causation and Argumentation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.14.K-2. Generate possible reasons for an event or development in the past.</p>	<p>For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Cross-Curricular Perspectives: Social Studies, Cartographer, T338 Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Decodable Story: <i>Cars by Bob</i>, T184-T185 Read Aloud: From Horse to Car, T188-T189 <i>Before the Railroad Came</i>, T196-T201 Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 from <i>What Is the Story of Our Flag?</i>, T266-T271 from <i>The First American Flag</i>, T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>

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<i>Begins in grades 6–8</i>	
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	For supporting content please see: Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Cross-Curricular Perspectives: Social Studies, Cartographer, T338 Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Decodable Story: <i>Cars by Bob</i> , T184-T185 Read Aloud: From Horse to Car, T188-T189 <i>Before the Railroad Came</i> , T196-T201 Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387
<i>Begins in grades 3–5</i>	
DIMENSION 3, Evaluating Sources & USING EVIDENCE	
Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	Unit 1: Read Like a Writer, Write for a Reader, T364-T365 Conduct Research, T406 Unit 2: Conduct Research, T396 Unit 3: Introduce the Project, T400 Next Steps, T401 Next Steps, T403 Conduct Research, T404 Unit 4: Conduct Research, T412 Unit 5: Next Steps, T403 Conduct Research, T404 Create a Fact Sheet, T40

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D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	<p>Unit 2: 4-Point Research Project Rubric, T371 Differentiated Support: Intervention and Extend, T401</p> <p>Unit 3: ELL Targeted Support: Write a Letter, T399</p>
Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<i>Begins in grades 3-5</i>	
<i>Begins in grades 3-5</i>	
DIMENSION 4, Communicating Conclusions & Taking INFORMED ACTION	
Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.K-2. Construct an argument with reasons.	<p>Unit 2: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 DIFFERENTIATED SUPPORT: Intervention/Extend, T401</p> <p>Unit 3: Next Steps, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>

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<p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>Unit 1: Introduce Informational Text, T404 Analyze Student Model, T408 Next Steps, T411</p> <p>Unit 2: Independent Writing, T155 Writing Support, T155 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Share Back, T156</p> <p>Independent Writing, T156 Writing Support, T156 Minilesson: Explore Introduction and Conclusion, T227 Independent Writing, T227 Share Back, T227 Writing Support, T227 Minilesson: Apply Introduction and Conclusion, T228</p> <p>Unit 4: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 Next Steps, T415</p> <p>Unit 5: Minilesson: Introduction and Conclusion, T156 Writing Support, T156 Independent Writing, T156 Share Back, T156 Minilesson: Organize with Structure, T226 Writing Support, T226 Independent Writing, T226 Share Back, T226</p>

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D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.	<p>Unit 2: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 Differentiated Support: Intervention/Extend, T401</p> <p>Unit 3: Next Steps, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.K-2. Ask and answer questions about arguments.	<p>Unit 2: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 Differentiated Support: Intervention/Extend, T401</p> <p>Unit 3: Next Steps, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
D4.5.K-2. Ask and answer questions about explanations.	<p>Unit 1: Introduce Informational Text, T404 Analyze Student Model, T408 Next Steps, T411</p> <p>Unit 2: Independent Writing, T155 Writing Support, T155 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Share Back, T156 Independent Writing, T156 Writing Support, T156 Minilesson: Explore Introduction and Conclusion, T227 Independent Writing, T227 Share Back, T227 Writing Support, T227</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 Next Steps, T415</p> <p>Unit 5: Minilesson: Introduction and Conclusion, T156 Writing Support, T156 Independent Writing, T156 Share Back, T156 Minilesson: Organize with Structure, T226 Writing Support, T226 Independent Writing, T226 Share Back, T226</p>
<p>Taking Informed Action</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i>, T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>

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<p>D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265 Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i>, T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>
<p>D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p>Unit 1: Project-Based Inquiry, T402-T412 Book Club, T414-T431 Unit 2: Book Club, T404-T421 Project-Based Inquiry, T392-T403 Unit 3: Book Club, T412-T429 Project-Based Inquiry, T400-T411 Unit 4: Introduce the Text, Preview Vocabulary, T340 Student Interactive: Vote, T346 Minilesson: Develop Vocabulary T348-T349 ELL Targeted Support, T348 Book Club, T420-T437 Project-Based Inquiry, T408-T419 Student Interactive: Vote, T443 Unit 5: Small Group: Strategy Group, ELL Targeted Support, Beginning, T142 Book Club, T412-T429 Project-Based Inquiry, T400-T411</p>