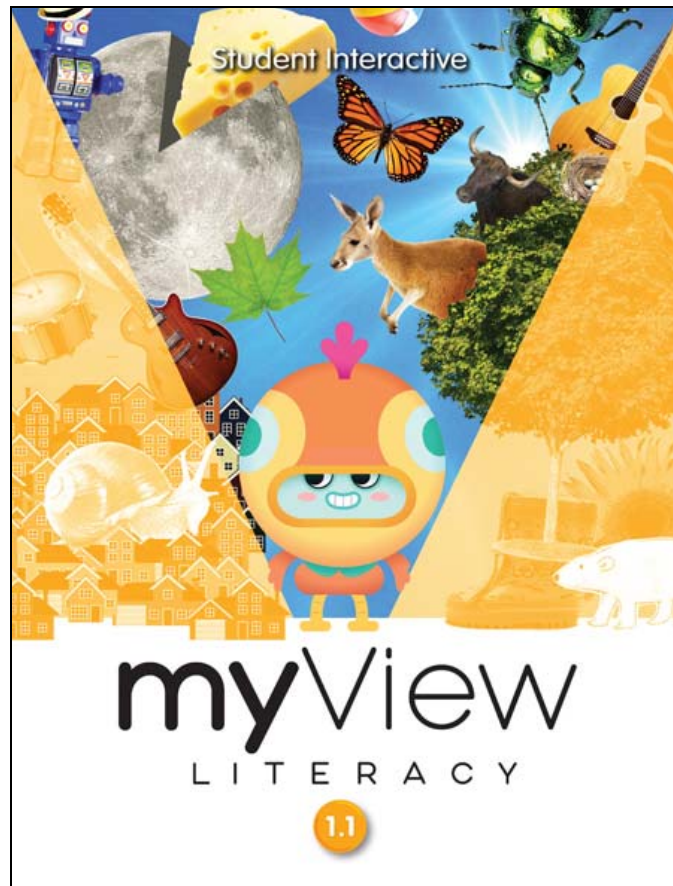


A Correlation of



Grade 1, ©2020

To the

**Florida Next Generation
Sunshine State Standards for Science
Grade 1**

SAVVAS

A Correlation of myView Literacy, Grade 1, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Grade 1

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Florida Next Generation Sunshine State Standards for Science**. 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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<p>SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</p>	<p>Students have opportunities to ask questions with the following selections:</p> <p>Unit 1: <u>Selections</u> Infographic: "What Is in a Neighborhood?" T92–T93 Read Aloud: "A Neighborhood Walk" T106–T107 Infographic: "Neighborhood Activities" T238-T239 (Plant a Tree) <u>Leveled Readers</u> Do You Need a Bag? (Realistic Fiction) Shapes in My World (Narrative Nonfiction) Earth Day (Informational Text)</p> <p>Unit 2: <u>Selections</u> Infographic: "How Big Is the Baby?" T20–T21 Read: <i>How Do Baby Animals Grow?</i> T186–T191 <u>Leveled Readers</u> Kittens and Cats (Informational Text) Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers What Will I Be? (Realistic Fiction)</p> <p>Unit 3: <u>Selections</u> Infographic: "New Ideas!" T172–T173</p>
<p>SC.1.N.1.2 Using the five senses as tools, make</p>	<p>Unit 1:</p>

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<p>careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.</p>	<p>Listening Comprehension: How to Describe Your Neighborhood, T328-T329 Unit 3: Minilessons: The Five Senses, T161, T162 Explore Imagery, T163, T164 Unit 5: Make Connections, T39 Read: <i>In Spring</i> T188-T193 Poem: "Season to Season" T236-T237 Read: <i>My Autumn Book</i> T258-T267</p> <p>In addition, see the following: Unit 5: <u>Leveled Readers</u> Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text)</p>
<p>SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p>	<p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T42-T49 Respond and Analyze, T50-T51 <u>Activities and Supplemental Material</u> Compare Across Texts: I Spy (Explore how living things grow and change), T372-T373 Research Project: Persuasive Writing (Students research and describe their favorite animal in the zoo), T392-T403 Unit 5: <u>Selections</u> Read: <i>My Autumn Book</i> T258-T267 Respond and Analyze, T268-T269 Read: <i>Signs of Winter</i> T332-T339 Respond and Analyze, T340-T341 <u>Activities and Supplemental Material</u> Make Connections (Students describe seasons), T62-T63</p>
<p>SC.1.N.1.4 Ask 'how do you know?' in appropriate situations.</p>	<p>Unit 1: <u>Selections</u></p>

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	<p>Listening Comprehension: “Trash on the Trail” T34–T35 Read Aloud: “How to Describe Your Neighborhood” T328–T329 Extend Research, T410 Unit 2: <u>Activities and Supplemental Material</u> Compare Across Texts: I Spy (Explore how living things grow and change), T372–T373 Project-Based Inquiry: Persuasive Writing (Research an Animal), T392-T403 Unit 3: <u>Selections</u> Infographic: “New Ideas!” T172–T173 <u>Leveled Readers</u> What Is Art? (Informational Text) Unit 4: <u>Leveled Readers</u> Ways to Learn (Informational Text) How Do You Communicate? (Informational Text) You Are an Inventor (Realistic Fiction) Unit 5: <u>Leveled Readers</u> <u>Activities and Supplemental Material</u> My Favorite Season (Realistic Fiction) Project-Based Inquiry: Persuasive Writing: Favorite Season, T400-T411</p>
<p>SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.</p>	<p>Teachers can encourage students to discuss body movements with the following activity:</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T329 (Research Body Movements) Unit 3: <u>Leveled Readers</u> Just Dance (Procedural- How-to)</p>
<p>SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p>	<p>Students learn the meaning of “push and pull” in the following material:</p> <p>Unit 4:</p>

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	<p>High-Frequency Words (pull), T101, T103, T105, T111 Decodable Story (pull), T108-109 Unit 5: Word Work (push), T386-T387</p>
<p>SC.1.L.14.1 Make observations of living things and their environment using the five senses.</p>	<p>Unit 1: Listening Comprehension: How to Describe Your Neighborhood, T328-T329 Unit 3: Minilessons: The Five Sense, T161, T162 Explore Imagery, T163, T164 Unit 5: Make Connections, T39 Read: <i>In Spring</i> T188–T193 Poem: "Season to Season" T236–T237 Read: <i>My Autumn Book</i> T258–T267</p> <p>In addition, see the following: Unit 5: <u>Leveled Readers</u> Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text)</p>
<p>SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.</p>	<p>Unit 2: <u>Selections</u> Diagram: "Parts of a Plant" T92–T93 Read Aloud: "Growing Food for the Table" T106–T107</p>

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	<p>Read: <i>The Life Cycle of a Sunflower</i> T114–T121 <u>Leveled Readers</u> Our Terrarium (Narrative Nonfiction) Growing Peppers (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T120 (Sunflowers) Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21</p>
<p>SC.1.L.14.3 Differentiate between living and nonliving things.</p> <p>(Continued)</p>	<p>Unit 2: <u>Selections</u> Infographic: “How Big Is the Baby?” T20–T21 Read Aloud: “A Kit Grows Up” T34–T35 Read: <i>The Life of a Frog</i> T42–T49 Diagram: “Parts of a Plant” T92–T93 Read Aloud: “Growing Food for the Table” T106–T107 Read: <i>The Life Cycle of a Sunflower</i> T114–T121 Infographic: “Baby Animal Names” T164–T165 Read Aloud: “Animal Babies Change” T178–T179 Read: <i>How Do Baby Animals Grow?</i> T186–T191 <u>Leveled Readers</u> Kittens and Cats (Informational Text) Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers The Elephant’s Trunk (Informational Text) A Spider’s Web (Informational Text) Everything Changes (Realistic Fiction) People grow and plants grow Sharks (Informational Text) The Mimic Octopus (Informational Text)</p> <p>(Continued)</p> <p>Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21 Infographic: “Animals in Winter” T310–T311 Read Aloud: “What Animals Do in the Winter” T324–T325</p>

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	<p>Read: <i>Signs of Winter</i> T332–T339</p> <p><u>Leveled Readers</u> My Favorite Season (Realistic Fiction) Soil (Informational Text)</p>
<p>SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.</p>	<p>Unit 2: <u>Selections</u> Infographic: “How Big Is the Baby?” T20–T21 Read Aloud: “A Kit Grows Up” T34–T35 Infographic: “Baby Animal Names” T164–T165 Read Aloud: “Animal Babies Change” T178–T179 Read: <i>How Do Baby Animals Grow?</i> T186–T191</p> <p><u>Leveled Readers</u> Kittens and Cats (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Tadpoles and Frog Life Cycle) Research Project: Persuasive Writing (Students research and describe their favorite animal in the zoo), T392–T403</p>
<p>SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.</p>	<p>Unit 2: <u>Selections</u> Infographic: “How Big Is the Baby?” T20–T21 Read Aloud: “A Kit Grows Up” T34–T35 Read: <i>The Life of a Frog</i> T42–T49 Diagram: “Parts of a Plant” T92–T93 Read Aloud: “Growing Food for the Table” T106–T107 Read: <i>The Life Cycle of a Sunflower</i> T114–T121</p>

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	<p>Infographic: "Baby Animal Names" T164–T165 Read Aloud: "Animal Babies Change" T178–T179 Read: <i>How Do Baby Animals Grow?</i> T186–T191 Time Line: "Changing with the Seasons" T234–T235</p> <p><u>Leveled Readers</u> Kittens and Cats (Informational Text) Everything Changes (Realistic Fiction) People grow and plants grow Sharks (Informational Text) The Mimic Octopus (Informational Text) Let's Grow a Mango (Realistic Fiction) How Animals Grow (Informational Text) Our Terrarium (Narrative Nonfiction) Growing Peppers (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Frogs) Cross-Curricular Perspectives: Science, T46 (Tadpoles and Frog Life Cycle) Cross-Curricular Perspectives: Science, T120 (Sunflowers) Cross-Curricular Perspectives: Science, T189 (Polar Bears) Cross-Curricular Perspectives: Science, T190 (Kangaroos) Cross-Curricular Perspectives: Science, T259 (Brown Bears) Cross-Curricular Perspectives: Science, T261 (Arctic Foxes)</p> <p><u>Unit 5: Selections</u> Infographic: "Seasons of an Apple Tree" T20–T21 Infographic: "Animals in Winter" T310–T311</p>
<p>SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.</p>	<p>Students can explore this concept with the following:</p> <p><u>Unit 3: Selections</u> Interact with Sources (Ellen Ochoa – Astronaut), T172–T173</p> <p><u>Unit 5: Selections</u> Read Aloud: "Sunlight and Seasons" T34–T35</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T50 (Length</p>

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	of Days and the Sun)
SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.	Students can explore this concept with the following: Unit 5: <u>Selections</u> Read Aloud: "Weather Balloons" T108–T109 (the balloons rise) <u>Leveled Readers</u> Water Adventure (Informational Text)
SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	Many of the photos in the following selection are magnified. Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T42–T49 Respond and Analyze, T50–T51 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Tadpoles and Frog Life Cycle)
SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun.	Unit 5: <u>Selections</u> Infographic: "Seasons of an Apple Tree" T20–T21 Read Aloud: "Sunlight and Seasons" T34–T35
SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.	Unit 1: <u>Leveled Readers</u> A Garden (Informational Text) Unit 5: <u>Leveled Readers</u> Soil (Informational Text)
SC.1.E.6.2 Describe the need for water and how to be safe around water.	Unit 5: <u>Leveled Readers</u> Water Adventure (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)

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<p>SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.</p>	<p>Students can explore this concept with the following:</p> <p>Unit 1: <u>Selections</u> Read: <i>Henry on Wheels</i> (“Slow Children Playing” sign) T114–T125</p> <p>Unit 2: Big Shoes for the Big Race (fast), T327-T333</p> <p>Unit 4: <u>Selections</u> Read Aloud: “From Horse to Car” T188–T189</p> <p>Unit 5: <u>Selections</u> Read: <i>Every Season</i> T42–T51</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)</p>
<p>SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.</p>	<p>Unit 1: <u>Leveled Readers</u> Shapes in My World (Narrative Nonfiction)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Sunlight and Seasons” T34–T35 Read: <i>Every Season</i> T42–T51 Read Aloud: “Weather Balloons” T108–T109 Read: <i>Signs of Winter</i> (temperature) T332–T339</p> <p><u>Activities and Supplemental Material</u> Make Connections (Students describe seasons), T62–T63 Cross-Curricular Perspectives: Science, T190 (Spring and the Equinox)</p>

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