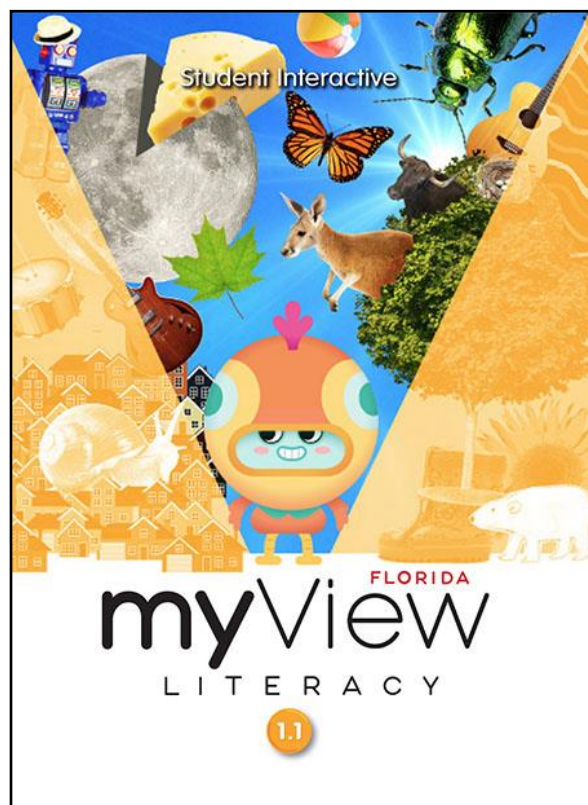


A Correlation of



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To the
**Florida Course Standards
for Science
Grade 1**

A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022 to the Florida Course Standards for Science, Grade 1

Introduction

This document demonstrates how *Florida myView Literacy, 2022* and *Florida Elevate Science, 2019* meet the *Florida Course Standards for Science, Grade 1*. Correlation page references are to the Student Edition Teacher Edition and are cited by grade, 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.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), *Elevate Science* integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

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<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>SE/TE: Star Light, Star Bright, 8 Quest Check-In: Stars in the Sky, 11</p>	<p>Unit 2: <u>Leveled Readers</u> Our Terrarium (Narrative Nonfiction) Let’s Grow a Mango (Realistic Fiction) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T265 (Research Body Movements) Unit 3: <u>Leveled Readers</u> Just Dance (Procedural-How-to)</p>
<p>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.</p>	<p>SE/TE: uConnect Lab: Which way will it point?, 4</p>	<p>Students can explore this concept with the following:</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Weather Balloons” T82–T83 (the balloons rise) <u>Leveled Readers</u> Water Adventure (Informational Text)</p>
<p>SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them.</p>	<p>SE/TE: A Closer View, 17 uConnect Lab: What is in the dirt?, 40 uInvestigate Lab: What do the parts of a plant look like?, 121</p>	<p>Many of the photos in the following selection are magnified.</p> <p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T34–T41 Respond and Analyze, T42–T43 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T38 (Tadpoles and Frog Life Cycle)</p>
<p>SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun.</p>	<p>SE/TE: The Sun, Our Star, 9 Standardized Test Prep, #5, 33</p>	<p>Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21 Read Aloud: “Sunlight and Seasons” T34–T35</p>

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SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.	SE/TE: What is in the dirt?, 40 Rocks, 44 Soil, 46 Water on Earth, 52	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.	SE/TE: Water on Earth, 52 Math Toolbox: Pie Chart, 52 Water Safety, 53 Needs of Plants and Animals, 118	Unit 5: <u>Leveled Readers</u> Water Adventure (Informational Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Length of Days and the Sun)
SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.	SE/TE: How Rivers Flow, 54 Extreme Science: Wild Rapids, 55 Slow Changes, 58-59 Fast Changes, 60-61 Quest Check-In: What are fast and slow changes?, 62-63	Students can explore this concept with the following: Unit 1: <u>Selections</u> Read: <i>Henry on Wheels</i> ("Slow Children Playing" sign) T92–T105 Unit 4: <u>Selections</u> Read Aloud: "From Horse to Car" T248–T249 Unit 5: <u>Selections</u> Read: <i>Every Season</i> T34–T45 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T42 (Length of Days and the Sun)

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SC.1.L.14.1 Make observations of living things and their environment using the five senses.	SE/TE: uConnect Lab: What is in the dirt?, 40 uInvestigate Lab: How do the parts of a plant help it live where it lives?, 141 Sensing Environments, 143 uDemonstrate Lab: How do the spines of cacti help them?, 154-155	Unit 1: <u>Selections</u> Listening Comprehension: How to Describe Your Neighborhood” T260–T261 Unit 3: <u>Instructional Content and Activities</u> Minilessons: The Five Sense, T340–T341 Explore Imagery, T344–T345 Unit 5: <u>Selections</u> Read: <i>In Spring</i> T152–T159 Read: <i>My Autumn Book</i> T208–T219
SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.	SE/TE: uInvestigate Lab: What do the parts of a plant look like?, 121 Roots, 122 Stems and Leaves, 123 Flowers and Fruits, 124 Quest Check-In: Roots Help Plants Survive, 125	Unit 2: <u>Selections</u> Diagram: “Parts of a Plant” T78–T79 Read Aloud: “Growing Food for the Table” T80–T81 Read: <i>The Life Cycle of a Sunflower</i> T92–T101 <u>Leveled Readers</u> Our Terrarium (Narrative Nonfiction) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T98 (Sunflowers) Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21
SC.1.L.14.3 Differentiate between living and nonliving things.	SE/TE: uInvestigate Lab: How can you tell which is a living thing?, 115 Nonliving Things, 116 Living Things, 117 Quest Check-In: Living and Nonliving, 119	Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T34–T43 Diagram: “Parts of a Plant” T78–T79 Read: <i>The Life Cycle of a Sunflower</i> T92–T101 <u>Leveled Readers</u> Kittens and Cats (Informational Text) Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers

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<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>SE/TE: Investigate Lab: What do young plants look like?, 169 Alike and Different, 170 Plants Are Alike, 171 Plants Are Different, 172 Animals Are Alike, 173 Animals Are Different, 174 Quest Check-In: Alike and Different, 175</p>	<p>Unit 2: <u>Selections</u> Infographic: “How Big Is the Baby?” T20–T21 Read Aloud: “A Kit Grows Up” T22–T23 Infographic: “Baby Animal Names” T136–T137 Read Aloud: “Animal Babies Change” T138–T139 Read: <i>How Do Baby Animals Grow?</i> T150–T157 <u>Leveled Readers</u> Kittens and Cats (Informational Text) Everything Changes (Realistic Fiction) People grow and plants grow <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T38 (Tadpoles and Frog Life Cycle)</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>SE/TE: Quest Check-In: Plants and Animals Need Soil, 47 Needs of Plants and Animals, 118 Jumpstart Discovery!, 140 Animal Needs, 180 Parents Help Young, 181</p>	<p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T34–T43 Diagram: “Parts of a Plant” T78–T79 Read: <i>The Life Cycle of a Sunflower</i> T92–T101 Read: <i>How Do Baby Animals Grow?</i> T150–T157 <u>Leveled Readers</u> How Animals Grow (Informational Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T44, T46, T189, T190, T259, T261 (Animals)</p>

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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>SE/TE: uConnect Lab: Which way will it point?, 4 uInvestigate Lab: Why is it hard to see stars during the day?, 7 uDemonstrate Lab: How do shadows change?, 34-35 uDemonstrate Lab: How is healthy soil important to plants?, 70-71 uInvestigate Lab: What makes the toy car move?, 93 uInvestigate Lab: How can you tell which is a living thing?, 115 Questions, EM0 Inferences, EM7</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?” T78–T79 Infographic: “Neighborhood Activities” T196–T197 (Plant a Tree) Unit 2: <u>Selections</u> Infographic: “How Big Is the Baby?” T20–T21 Read: <i>How Do Baby Animals Grow?</i> T150–T157 Unit 3: <u>Selections</u> Infographic: “New Ideas!” T144–T145</p>
<p>SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.</p>	<p>SE/TE: uInvestigate Lab: What are the properties of rocks?, 43 uInvestigate Lab: How can water help change rock?, 57 uConnect Lab: How can objects be described?, 76 uInvestigate Lab: How can you show how objects are different?, 79 uDemonstrate Lab: What is in the bag?, 106-107 Using Your Senses, EM2</p>	<p>Unit 1: Listening Comprehension: How to Describe Your Neighborhood, T260–T261 Unit 3: Minilessons: The Five Sense, T340–T341 Explore Imagery, T344–T345 Unit 5: Make Connections, T29 Read: <i>In Spring</i> T152–T159 Read: <i>My Autumn Book</i> T208–T219</p>

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<p>SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p>	<p>SE/TE: How do shadows change?, 34-35 How do plants get water?, 51 Investigate Lab: How can you show how objects are different?, 79 Investigate Lab: What direction can objects move in?, 85 Investigate Lab: What do the parts of a plant look like?, 121 How do the spines of cacti help them?, 154-155 Records, EM-4</p>	<p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T34–T43 Unit 5: <u>Selections</u> Read: <i>My Autumn Book</i> T208–T219 Infographic: “Animals in Winter” T254–T255 Read Aloud: “What Animals Do in the Winter” T256–T257 Read: <i>Signs of Winter</i> T268–T277 (temperature) <u>Instructional Content and Activities</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>SE/TE: Quest Findings: Help Deliver Supplies, 100 Evidence, EM6</p>	<p>Unit 2: <u>Instructional Content and Activities</u> Project-Based Inquiry: Persuasive Writing (Research an Animal), T448–T459 Unit 3: <u>Selections</u> Infographic: “New Ideas!” T144–T145 Unit 4: <u>Leveled Readers</u> Ways to Learn (Informational Text) How Do You Communicate? (Informational Text) Unit 5: <u>Instructional Content and Activities</u> Project-Based Inquiry: Persuasive Writing: Favorite Season, T456–T467</p>

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<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>SE/TE: uConnect Lab: How can objects be described?, 76 uInvestigate Lab: How can you show how objects are different?, 79 Ways to Describe Matter, 81 More Ways to Describe Objects, 82 uDemonstrate Lab: What is in the bag?, 106-107</p>	<p>Unit 1: <u>Leveled Readers</u> Shapes in My World (Narrative Nonfiction) Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21 Read Aloud: “Sunlight and Seasons” T22–T23 Read: <i>Every Season</i> T34–T45 Read: <i>Signs of Winter</i> (temperature) T268–T277 <u>Instructional Content and Activities</u> Make Connections (Students describe seasons), T62–T63 Cross-Curricular Perspectives: Science, T154 (Spring and the Equinox)</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>SE/TE: uInvestigate Lab: What direction can objects move in?, 85 Science Practice Toolbox: Observe and Record, 86 Different Ways to Move, 86 Other Ways to Move, 87 Describe Motion, 87 Quest Check-In: Objects Fly Farther and Faster, 88</p>	<p>Teachers can encourage students to discuss body movements with the following activity:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T265 (Research Body Movements)</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>SE/TE: uInvestigate Lab: What makes the toy car move?, 93 Pushes and Pulls, 94 What a Force Can Do, 96-97 STEM Quest Check-In Lab: How can you design a working catapult model?, 98-99 Quest Findings: Help Deliver Supplies, 100</p>	<p>Students learn the meaning of “push and pull” in the following material:</p> <p>Unit 4: High-Frequency Words (pull), T83, T97, T117 Decodable Story (pull), T126–T127 Unit 5: Word Work (push), T442–T443</p>

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<p>LAFS.1.RI.1.1 Ask and answer questions about key details in a text.</p>	<p>SE/TE: Literacy Connection, Draw Conclusions, 41 Soil, Recognize, 46 Reading Check, Draw Conclusions, 60 Literacy Connection, Cause and Effect, 77 Literacy Connection, Compare and Contrast, 113 Reading Check, Main Idea and Details, 165 Questions, EM0</p>	<p>Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see:</p> <p>Unit 2: <u>Selections</u> Read: <i>The Life Cycle of a Sunflower</i> T92–T101 Time Line: “Changing with the Seasons” T192–T193 <u>Leveled Readers</u> The Mimic Octopus (Informational Text) The Class Pet (Informational Text) Unit 3: <u>Selections</u> Infographic: “New Ideas!” T144–T145 Unit 5: <u>Selections</u> Web Site: “Seasons Here and There” T80–T81 Infographic: “Animals in Winter” T254–T255</p>
<p>LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>SE/TE: Rocks, Minerals, 44-45 Slow Changes, 58-59 Matter - Explain, 80 Reading Check: Compare and Contrast, 123 Environments, Explain, 142</p>	<p>Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see:</p> <p>Unit 2: <u>Selections</u> Read: <i>The Life Cycle of a Sunflower</i>, 92, T100 Read: <i>How Do Baby Animals Grow?</i> T150, T156 Unit 5: <u>Selections</u> Read: <i>My Autumn Book</i> T20, T218</p>

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<p>LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>SE/TE: Career Connection, Space Scientist, 29 Extreme Science, 55 Career Connection, Geologist, 65 Quest Check-In, 186 Nature of Science Handbook, EM0-EM9</p>	<p>myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see:</p> <p>Unit 1: <u>Leveled Readers</u> A Garden (Informational Text) Shapes in My World (Narrative Nonfiction) Do You Need a Bag? (Realistic Fiction)</p> <p>Unit 2: The Elephant’s Trunk (Informational Text) A Spider’s Web (Informational Text)</p> <p>Unit 4: How Do You Communicate? (Informational Text) Bones (Narrative Nonfiction). Dinosaur on cover</p> <p>Unit 5: Animals on the Move (Informational Text) Soil (Informational Text) Hibernation (Informational Text)</p>
<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <ol style="list-style-type: none"> a. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. b. Ask questions to clear up any confusion about the topics and texts under discussion 	<p>SE/TE: Quest Connection, 17 How does the sun cause seasons?, 21 Jumpstart Discovery!, 42, 114, 126, 140 Water Safety, 53 ulnvestigate Lab 115 ulnvestigate Lab, 127 ulnvestigate Lab, 141</p>	<p>Listening Comprehension & Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see:</p> <p>Unit 1: <u>Selections</u> Read Aloud: “Trash on the Trail” T22–T23</p> <p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> – Respond and Analyze, T42–T43 Read Aloud: “Animal Babies Change” T138–T139 Read: <i>How Do Baby Animals Grow?</i> – Respond and Analyze, T156–T157</p> <p>Unit 4: <u>Selections</u> Read Aloud: “From Horse to Car” T148–T149</p>

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LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SE/TE: How do shadows change?, 34-35 How do plants get water?, 51 What direction can objects move in?, 85 What is in the bag?, 106-107 How do whiskers help a cat?, 127 What happens to a water plant out of water?, 141 How do snowshoe hares stay safe?, 146-147 How are life cycles alike and different?, 166-167	<u>Instructional Content and Activities</u> Compare Across Texts: I Spy (Explore how living things grow and change), T428–T429 Research Project: Persuasive Writing (Students research and describe their favorite animal in the zoo), T448–T459
MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch. a. Recognize that the ruler is a tool that can be used to measure the attribute of length. b. Understand the importance of the zero point and end point and that the length measure is the span between two points. c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.	SE/TE: Math Toolbox, 94	<i>myView Literacy</i> is a comprehensive language arts program. For supporting content please see the following: Unit 3: <u>Instructional Content and Activities</u> Ruler: T19 (Photo of Ruler and Identifying a Ruler)
MAFS.1.MD.3.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SE/TE: Jumpstart Discovery, Sort Objects, 78 How can you show how objects are different?, 79 Quest Check-In: Fly or Flop?, 83	<i>myView Literacy</i> is a comprehensive language arts program. For supporting content please see the following: Unit 1: <u>Selections</u> Read Aloud: “How to Describe Your Neighborhood” UT260–T261 <u>Instructional Content and Activities</u> Brainstorm Ideas: WW1

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<p><u>ELD.K12.ELL.SC.1</u> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p>SE/TE: Jumpstart Discovery, Observe the Sky, 6 Quest Check-In, ELD Support, 11 STEM Math Connection, Use a Calendar, 19 Career Connection, 29 Jumpstart Discovery, Sort Objects, 78 Jumpstart Discovery, Nonliving and Living Things, 114 Quest Check-In, 138 Groups at Work, EM9</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Diagram: “Parts of a Plant”– ELL Targeted Support, T79 Infographic: “Baby Animal Names” – ELL Targeted Support, T137 Unit 4: <u>Instructional Content and Activities</u> Infographic: “Technology in Our Lives”– ELL Targeted Support, T147 Unit 5: <u>Instructional Content and Activities</u> Web Site: “Seasons Here and There” – ELL Targeted Support, T81</p>
<p><u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.</p>	<p>SE/TE: Quest Check-In, 11 Patterns in the Sky, Jumpstart, ELD Support, 12 Use a Calendar, 19 Jumpstart Discovery, Daylight Changes and Seasons, 20 Jumpstart Discovery, Changes to Land, 56 Jumpstart Discovery, Pushes and Pulls, 92 Land and Water Environments, 144-145 Jumpstart Discovery, Patterns in Animal Behavior, 178</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Diagram: “Parts of a Plant”– ELL Targeted Support, T79 Infographic: “Baby Animal Names” – ELL Targeted Support, T137 Unit 4: <u>Instructional Content and Activities</u> Infographic: “Technology in Our Lives”– ELL Targeted Support, T147 Unit 5: <u>Instructional Content and Activities</u> Web Site: “Seasons Here and There” – ELL Targeted Support, T81</p>

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<u>HE.1.C.1.5</u> Identify the correct names of human body parts.	SE/TE: For supporting content, please see: Body Coverings and Ways of Breathing, 129	For supporting content students can explore the life of an animal in the following: Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T34–T43 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T265 (Research Body Movements)
MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.	SE/TE: Math Toolbox, 52 STEM Math Connection, 89 Math Toolbox: Measuring, 94 Math Toolbox, 174	Students explore how citizens build a community garden in the following selection: Unit 1: <u>Selections:</u> “Garden Party” T210–T215
MAFS.K12.MP.2.1 Reason abstractly and quantitatively.	SE/TE: Math Toolbox, 16 STEM Math Connection, 19 Math Toolbox, 52 Math Toolbox, 174	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.	SE/TE: uEngineer It!: Design a Boat That Floats!, 90-91 uEngineer It, 132-133 uEngineer It, 176-177	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.4.1 Model with mathematics.	SE/TE: Math Toolbox, 16 STEM Math Connection, 19 uEngineer It!: Design a Code, 26-27 STEM Math Connection, 89 Math Toolbox, 174 STEM Math Connection, 187	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.5.1 Use appropriate tools strategically.	SE/TE: STEM Math Connection, 19 STEM Math Connection, 89 Math Toolbox: Measuring, 94	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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MAFS.K12.MP.6.1 Attend to precision.	SE/TE: STEM Math Connection, 89 uConnect Lab, 160 Math Toolbox, 174 uEngineer It, 176-177	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.7.1 Look for and make use of structure.	SE/TE: Math Toolbox, 16 STEM Math Connection, 19 STEM Math Connection, 89 STEM Math Connection, 187	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	SE/TE: Math Toolbox, 16 STEM Math Connection, 19 uEngineer It, 26-27 STEM Math Connection, 139 Math Toolbox, 174	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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