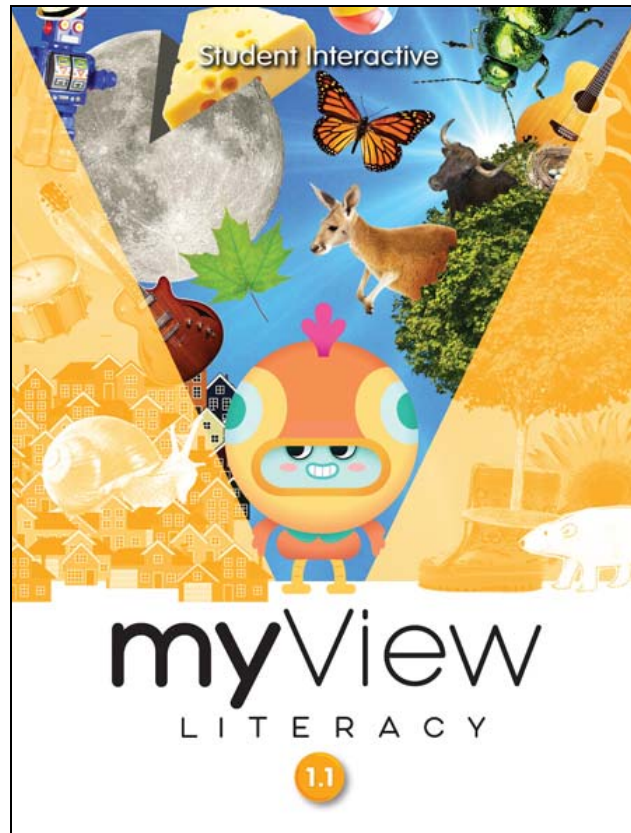


A Correlation of  
**myView Literacy**  
Grade 1, ©2020



**Indiana Academic Standards**  
**English Language Arts**  
**Grade 1**

**SAVVAS**

# A Correlation of myView Literacy ©2020, Grade 1 To the Indiana Academic Standards English/Language Arts

## Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Indiana Academic Standards for English Language Arts**. 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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| <b>1.RF Reading: Foundations</b>   |  |
| 1.RF.1 Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills. | This objective is addressed throughout. See, for example:<br><b>Unit 1:</b><br>Close Read: Fluency, T125<br>Decodable Story, T178-T179<br><b>Unit 2:</b><br>Fluency, T130<br>Print Awareness, T326<br><b>Unit 3:</b><br>Print Awareness, T264<br><b>Unit 4:</b><br>Print Awareness, T42<br>Decodable Story, T402-T403<br><b>Unit 5:</b><br>Close Read: Fluency, T339   |
| <b>1.RF.2 Print Concepts</b>   |  |
| 1.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.  | <i>myView</i> , Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.   |
| 1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.  | <i>myView</i> , Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.   |
| 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).  | <b>Unit 2:</b><br>Minilesson: Edit for Capitalization, T364<br>Independent Writing, T364<br>Share Back, T364<br>Writing Support, T364<br><b>Unit 4:</b><br>Writing Support, T308<br>Share Back, T308<br>Minilesson: Capitalization, T308<br>Independent Writing, T308<br>Writing Support, T309<br>Share Back, T309<br>Independent Writing, T309<br>Share Back, T310<br>Minilesson: Apply Punctuation Marks, T310<br>Independent Writing, T310<br>Writing Support, T310 |

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| 1.RF.2.4 Learn and apply knowledge of alphabetical order.                                       | <b>Unit 1:</b><br>Lesson 2: Spelling, T220   |
| <b>1.RF.3 Phonological Awareness</b>  |  |
| 1.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. | <i>myView</i> , Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.   |
| 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words. | <b>Unit 4:</b><br>Phonological Awareness: Final Sounds, T26  |
| 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.                     | <p><b>Unit 1:</b><br/>Phonological Awareness: Add Phonemes, T180<br/>Phonological Awareness: Change Phonemes, T400</p> <p><b>Unit 2:</b><br/>Phonological Awareness: Change Phonemes, T32<br/>Phonological Awareness: Remove Phonemes, T104<br/>Phonological Awareness: Add Phonemes, T170<br/>Phonological Awareness: Remove Phonemes, T176<br/>Phonological Awareness: Change Phonemes, T306<br/>Phonological Awareness: Change Phonemes, T374</p> <p><b>Unit 3:</b><br/>Phonological Awareness: Remove Phonemes, T96<br/>Phonological Awareness: Remove Phonemes, T174<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T273<br/>Phonological Awareness: Add Phonemes, T324<br/>Phonological Awareness: Add Phonemes, T398-T399</p> |

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| <p><b>Continued</b><br/>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</p> | <p><b>Continued</b><br/><b>Unit 4:</b><br/>Phonological Awareness: Change Phonemes, T32<br/>Phonological Awareness: Change Phonemes, T110<br/>Phonological Awareness: Remove Phonemes, T186<br/>Phonological Awareness: Change Phonemes, T256<br/><b>Unit 5:</b><br/>Phonological Awareness: Remove Phonemes, T238</p>   |
| <p>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>      | <p><b>Unit 1:</b><br/>Phonological Awareness: Medial /a/, T22<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T63<br/>Phonological Awareness: Medial /i/, T94<br/>Phonological Awareness: Medial /o/, T170<br/>Phonological Awareness: Medial /e/, T240<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T285<br/>Phonological Awareness: Medial /u/, T316<br/>Phonological Awareness: Initial and Final Sounds, T392<br/><b>Unit 2:</b><br/>Phonological Awareness: Remove Phonemes, T104<br/>Phonological Awareness: Medial Sounds, T310<br/><b>Unit 3:</b><br/>Phonological Awareness: Remove Phonemes, T96<br/>Phonological Awareness: Medial /ū/, T100<br/>Phonological Awareness: Remove Phonemes, T174<br/><b>Unit 4:</b><br/>Phonological Awareness: Middle and Final Sounds, T246<br/>Phonological Awareness: Initial and Final Sounds, T324<br/>Phonological Awareness: Middle and Final Sounds, T398</p> |

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|--|---|
| <p>1.RF.3.5 Segment the individual sounds in one-syllable words.</p>                           | <p><b>Unit 1:</b><br/>Phonological Awareness: Segment and Blend Phonemes, T32<br/>Phonological Awareness: Segment and Blend Phonemes, T104<br/>Phonological Awareness: Segment and Blend Phonemes, T250<br/>Phonological Awareness: Segment and Blend Phonemes, T326</p> <p><b>Unit 2:</b><br/>Phonological Awareness: Segment and Blend Phonemes, T22<br/>Phonological Awareness: Remove Phonemes, T104<br/>Phonological Awareness: Segment and Blend Phonemes, T166<br/>Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 3:</b><br/>Phonological Awareness: Segment and Blend Phonemes, T22<br/>Phonological Awareness: Segment and Blend Phonemes, T26<br/>Phonological Awareness: Segment and Blend Phonemes, T178<br/>Phonological Awareness: Segment and Blend Phonemes, T248<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T273<br/>Phonological Awareness: Segment and Blend Phonemes, T382<br/>Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 4:</b><br/>Phonological Awareness: Segment and Blend Phonemes, T22<br/>Phonological Awareness: Segment and Blend Phonemes, T100<br/>Phonological Awareness: Segment and Blend Phonemes, T104<br/>Phonological Awareness: Segment and Blend Phonemes, T390</p> |

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| <p><b>Continued</b><br/>1.RF.3.5 Segment the individual sounds in one-syllable words.</p>      | <p><b>Continued</b><br/><b>Unit 5:</b><br/>Phonological Awareness: Segment and Blend Phonemes, T26<br/>Phonological Awareness: Segment and Blend Phonemes, T100<br/>Phonological Awareness: Segment and Blend Phonemes, T106<br/>Phonological Awareness: Segment and Blend Phonemes, T168<br/>Phonological Awareness: Segment and Blend Phonemes, T172<br/>Phonological Awareness: Segment and Blend Phonemes, T242<br/>Phonological Awareness: Segment and Blend Phonemes, T312<br/>Phonological Awareness: Segment and Blend Phonemes, T382<br/>Phonological Awareness: Segment and Blend Phonemes, T398</p> |



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| <b>1.RF.4 Phonics</b>   |   |
| 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. | <p><b>Unit 1:</b><br/>Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T29<br/>Minilesson: Phonics: Decode and Write Words with Consonants Cc, Pp, Nn, T100<br/>Word Work Strategy Group: /i/ SPELLED i, T128<br/>Minilesson: Decode and Write Words with Short o, T172<br/>Minilesson: Phonics: Decode and Write Words with Short e, T242<br/>Minilesson: Phonics: Decode Words with Initial Consonants Rr, Ww, Jj, Kk, T320<br/>Minilesson: Phonics: Decode and Write Words with Consonants Rr, Ww, Jj, Kk, T322<br/>Minilesson: Phonics: Decode Words with Qu, qu, T384</p> <p><b>Unit 2:</b><br/>Minilesson: Phonics: Spiral Review Qq /kw/, Vv /v/, Yy /y/, Zz /z/, T32<br/>Word Work Strategy Group: FINAL /ks/ SPELLED X, T62<br/>Minilesson: Phonics: Decode and Write Words with Sound /k/ Spelled ck, T96<br/>Minilesson: Phonics: Decode and Write Words with Sound /S/ Spelled Ss, T100<br/>Minilesson: Phonics: Decode Words with Long a Sound Spelled Vce, T306<br/>Minilesson: Phonics: Decode and Write Words with Long a Spelled Vce, T308<br/>Minilesson: Phonics: Decode Words with /ò/ Spelled a, al, and aw, T310<br/>Minilesson: Phonics: Decode and Write Words with Consonants c /s/ and g /j/, T384<br/>Word Work Strategy Group: /s/ SPELLED c, /j/ SPELLED g, T388</p> <p><b>Unit 3:</b><br/>Minilesson: Decode Words with Long u and e Spelled VCe, T100<br/>Word Work Strategy Group: Vowel Sounds of y, T272<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T343</p> |

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|---|--|
| <p><b>Continued</b><br/>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p> | <p><b>Continued</b><br/><b>Unit 4:</b><br/>Minilesson: Decode Words with r-Controlled Vowel ar, T22<br/>Minilesson: Decode and Write Words with r-Controlled Vowel ar, T24<br/>Minilesson: Decode Words with r-Controlled Vowels er, ir, ur, T100<br/>Minilesson: Decode and Write Words with r-Controlled Vowels er, ir, ur, T102<br/>Minilesson: Spiral Review r-Controlled Vowel ar; Inflectional Endings -es, Plural -es, T110</p> |

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|--|---|
| <p>1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p> | <p><b>Unit 1:</b><br/>           Minilesson: Phonics: Decode Short a, T22<br/>           Minilesson: Phonics: Decode Short a, T24</p> <p><b>Unit 3:</b><br/>           Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22<br/>           Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24<br/>           Word Work Strategy Group: DIGRAPHS wh, ch, ph TRIGRAPH tch, T54<br/>           Word Work Activity: BUILD WORDS WITH LETTER TILES, T55<br/>           Minilesson: Decode Words with Long o Spelled VCe, T96<br/>           Minilesson: Decode and Write Words with Long o Spelled VCe, T98<br/>           Minilesson: Decode Words with Long u and e Spelled VCe, T100<br/>           Minilesson: Decode and Write Words with Long u and e Spelled VCe, T102<br/>           Word Work Strategy Group: /ō/ SPELLED VCe Sound-Spelling Card, T132<br/>           Minilesson: Decode Words with Long e Spelled e, ee, T174<br/>           Minilesson: Decode and Write Words with Long e Spelled e, ee, T176<br/>           Minilesson: Spiral Review Long o, Long u, and Long e Spelled VCe, T184<br/>           Minilesson: Decode Words with Vowel Sounds of y, T244<br/>           Minilesson: Decode and Write Words with Vowel Sounds of y, T246<br/>           Minilesson: Spiral Review Consonant Patterns ng, nk; Syllable Pattern CV, T398</p> |

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|---|---|
| <p>1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p> | <p><b>Unit 2:</b><br/>           Minilesson: Phonics: Decode Words with /ò/<br/>           Spelled a, al, and aw, T310<br/>           Word Work Strategy Group: /ā/ SPELLED Vce, T334<br/>           Word Work Activity: BUILD WORDS WITH LETTER<br/>           TILES, T335<br/>           Word Work Strategy Group: /ò/ SPELLED a, al, aw,<br/>           T344<br/>           LESSONS 4: Spelling, T376<br/>           Minilesson: Phonics: Decode and Write Words with<br/>           Long i Spelled Vce, T378<br/>           Word Work Strategy Group: /i/ SPELLED Vce, T380-<br/>           T381<br/> <b>Unit 3:</b><br/>           Word Work Strategy Group: /ö/ SPELLED VCe<br/>           Sound-Spelling Card, T132<br/> <b>Unit 4:</b><br/>           Minilesson: Decode and Write Words with Vowel<br/>           Digraphs ai, ay, T252<br/>           Word Work Strategy Group: VOWEL DIGRAPHS ai,<br/>           ay, T288<br/>           Minilesson: Decode Words with Vowel Digraphs ea,<br/>           T324<br/>           Word Work Strategy Group: VOWEL DIGRAPHS ea,<br/>           T360<br/>           Word Work Activity: BUILD WORDS WITH LETTER<br/>           TILES, T361<br/>           Minilesson: Decode Words with Vowel Team ie,<br/>           T398<br/>           Word Work Strategy Group: VOWEL DIGRAPH ie,<br/>           T404<br/>           Word Work Activity: BUILD WORDS WITH LETTER<br/>           TILES, T405</p> |

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| <p><b>Continued</b><br/>1.RF.4.3 Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p> | <p><b>Continued</b><br/><b>Unit 5:</b><br/>Minilesson: Decode Words with Long o Spelled oa, ow, oe, T22<br/>Word Work Strategy Group: LONG o SPELLED oa, ow, oe, T54<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T55<br/>Minilesson: Decode Words with Vowel Teams ue, ew, ui, T168<br/>Minilesson: Decode and Write Words with Vowel Teams ue, ew, ui, T170<br/>Word Work Strategy Group: VOWEL TEAMS ue, ew, ui, T196<br/>Minilesson: Decode and Write Words with Vowel Teams oo, ou, T318<br/>Word Work Strategy Group: VOWEL TEAMS oo, ou, T352<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T353</p> |
| <p>1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).</p>                          | <p><b>Unit 1:</b><br/>High-Frequency Words, T251<br/><b>Unit 2:</b><br/>High-Frequency Words, T177<br/><b>Unit 3:</b><br/>High-Frequency Words, T23<br/><b>Unit 4:</b><br/>High-Frequency Words, T321<br/><b>Unit 5:</b><br/>High-Frequency Words, T99</p>   |

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|---|--|
| <p>1.RF.4.5 Read words in common word families (e.g., -at, -ate).</p>   | <p><b>Unit 1:</b><br/>Minilesson: Focus on Strategies, T70</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T48<br/>Academic Vocabulary: Related Words, T70</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T45</p> <p><b>Unit 4:</b><br/>Academic Vocabulary: Related Words, T76</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T49</p>  |
| <p>1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn’t).</p> | <p><b>Unit 1:</b><br/>Lessons 2-5: Present Tense Verbs, T152-T153<br/>Lesson 1: Present Tense Verbs, T222</p> <p><b>Unit 3:</b><br/>Minilesson: Decode Contractions, T26<br/>Minilesson: Phonics: Decode and Write Contractions, T28<br/>Word Work Strategy Group: Contractions, T64<br/>Intervention Activity: Compound Words and Contractions, T64<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T65 (contractions)<br/>Lessons 2-5: Singular and Plural Nouns, T78-T79<br/>Minilesson: Spiral Review Consonant Digraphs and Trigraphs; Contractions, T106<br/>Lesson 1: Singular and Plural Nouns, T156<br/>Phonics: Decode Compound Words, T390<br/>Phonics: Decode and Write Compound Words, T392-T393</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T49<br/>Lessons 2-5: Past Verb Tense, T158-T159<br/>Possible Teaching Point: Language &amp; Conventions: Verbs, T201<br/>Lessons 1-3,5: Spell words That Compare, -er, -est, T226-T227<br/>Lesson 4: Spell Words That Compare, -er, -est, T301</p> |
| <p><b>1.RF.5 Fluency</b></p>  |  |

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| <p>1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p> | <p><b>Unit 1:</b><br/>Decodable Story, T30-T31<br/>Identify Realistic Fiction, T38-T39<br/>Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T54<br/>FLUENCY, T106<br/>Identify Realistic Fiction, T110<br/>Identify Informational Text, T186-T187<br/>Identify Realistic Fiction, T256-T257<br/>Identify Theme, T332-T333<br/>Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T350</p> <p><b>Unit 2:</b><br/>Identify Informational Text, T38<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T38-T39<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T110-T111<br/>Identify Informational Text, T182-T183<br/>Minilesson: Celebrate, T367</p> <p><b>Unit 3:</b><br/>Identify Traditional Stories, T38-T39<br/>Decodable Story, T182-T183<br/>Identify Poetry, T190-T191<br/>Identify Traditional Stories, T260-T261</p> <p><b>Unit 4:</b><br/>Identify Theme, T38-T39<br/>Identify Theme, T116-T117<br/>Identify Historical Fiction, T192<br/>Identify Theme, T336</p> <p><b>Unit 5:</b><br/>Identify Informational Text, T38<br/>Decodable Story, T320-T321<br/>Identify Informational Text, T328</p> |
| <p><b>1.RL Reading: Literature</b></p>   |  |

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| 1.RL.1.1 With support, read and comprehend literature that is grade-level appropriate. | <p><b>Unit 1:</b><br/>Identify Realistic Fiction, T38-T39<br/>Identify Realistic Fiction, T110<br/>Identify Realistic Fiction, T256-T257</p> <p><b>Unit 2:</b><br/>Identify Poetry, T252<br/>Identify Theme, T322</p> <p><b>Unit 3:</b><br/>Identify Traditional Stories, T38-T39<br/>Identify Traditional Stories, T112-T113<br/>Identify Poetry, T190-T191<br/>Identify Traditional Stories, T260-T261<br/>Identify Theme, T330</p> <p><b>Unit 4:</b><br/>Identify Historical Fiction, T192</p> <p><b>Unit 5:</b><br/>Identify Informational Text, T328</p>   |
| <b>1.RL.2 Key Ideas and Textual Support</b>  |   |
| 1.RL.2.1 Ask and answer questions about main idea and key details in a text.           | <p><b>Unit 1:</b><br/>Check for Understanding, T51<br/>Strategy Group: ELL Targeted Support, T68<br/>Read, T114<br/>Close Read: Ask and Answer Questions, T121<br/>Minilesson: Ask and Answer Questions, T136<br/>Strategy Group: ASK AND ANSWER QUESTIONS, T140<br/>First Read: Read, T264<br/>My View, T272</p> <p><b>Unit 2:</b><br/>Poetry, T248<br/>Strategy Group: CREATE NEW UNDERSTANDINGS, T276<br/>Drama, T318<br/>Strategy Group: IDENTIFY DRAMA, T324<br/>Whole Group, T325<br/>Minilesson: Find Elements of Drama, T338<br/>Strategy Group: FIND ELEMENTS OF DRAMA, T340<br/>Whole Group, T341</p> |



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| <p><b>Continued</b><br/>1.RL.2.1 Ask and answer questions about main idea and key details in a text.</p>  | <p><b>Continued</b><br/><b>Unit 3:</b><br/>First Read: Read, T46<br/>First Read: Ask, T50<br/>My View, T52<br/>First Read: Talk, T124<br/>First Read: Ask, T198<br/>First Read: Ask, T266<br/>My View, T270<br/>Minilesson: Visualize Details, T280<br/><b>Unit 4:</b><br/>Read, T196<br/>Minilesson: Talk About It, T218<br/>Explore the Poem, T244</p>  |
| <p>1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p> | <p><b>Unit 1:</b><br/>First Read: Read, T44<br/>My View, T50<br/><b>Unit 3:</b><br/>Minilesson: Fable, T36<br/>Identify Traditional Stories, T38-T39<br/>Whole Group, T41<br/>WRAP-UP: Folktales, T109<br/>Identify Traditional Stories, T112-T113<br/>Strategy Group: IDENTIFY FOLKTALES, T114<br/>Whole Group, T115<br/>My View, T130<br/>Minilesson: Make Connections, T140<br/>Minilesson: Talk About It, T146<br/>Read Aloud, T256<br/>Minilesson: Fable, T258<br/>Identify Traditional Stories, T260-T261<br/>Whole Group, T263<br/>First Read: Talk, T268<br/><b>Unit 4:</b><br/>My View, T202<br/><b>Unit 5:</b><br/>Close Read: Find Important Details, T263<br/>Close Read: Find Important Details, T265<br/>Close Read: Find Important Details, T267<br/>Minilesson: Important Details, T278</p> |

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| <p>1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.</p> | <p><b>Unit 1:</b><br/>           Minilesson: Describe Characters, Setting, and Events, T36<br/>           Read, T42<br/>           First Read: Talk, T45<br/>           Check for Understanding, T51<br/>           Minilesson: Describe Characters, T56<br/>           Whole Group, T59<br/>           Minilesson: Setting, T108<br/>           Identify Realistic Fiction, T110<br/>           Strategy Group: IDENTIFY REALISTIC FICTION, T112<br/>           Whole Group, T113<br/>           Whole Group, T131<br/>           Strategy Group: COMPARE TEXTS, T144<br/>           Realistic Fiction, T254<br/>           Minilesson: Describe Characters, T278<br/>           Strategy Group: DESCRIBE CHARACTERS, T280<br/>           Minilesson: Visualize Details About Characters, T282</p> <p><b>Unit 2:</b><br/>           First Read: Look, T328<br/>           My View, T332</p> <p><b>Unit 3:</b><br/>           Close Read: Describe Plot, T51</p> <p><b>Unit 4:</b><br/>           Identify Historical Fiction, T192<br/>           Strategy Group: IDENTIFY HISTORICAL FICTION, T194<br/>           Read, T196</p> <p><b>Unit 5:</b><br/>           Strategy Group: IDENTIFY FICTION, T256<br/>           Close Read: Find Important Details, T263<br/>           Minilesson: Important Details, T278</p> |

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| 1.RL.2.4 Make and confirm predictions about what will happen next in a story.  | <p><b>Unit 1:</b><br/>First Read: Read, T338<br/>Close Read: Make a Prediction/Find Graphics, T339<br/>Minilesson: Correct and Confirm Predictions, T352<br/>Strategy Group: CORRECT AND CONFIRM PREDICTIONS, T356-T357<br/>Whole Group, T357</p> <p><b>Unit 3:</b><br/>Close Read: Make and Confirm Predictions, T47<br/>Close Read: Make and Confirm Predictions, T49<br/>Minilesson: Correct and Confirm Predictions, T62<br/>Strategy Group: MAKE, CORRECT, AND CONFIRM PREDICTIONS, T66<br/>Whole Group, T67</p>  |
| <b>1.RL.3 Structural Elements and Organization</b>   |  |
| 1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). | <p><b>Unit 1:</b><br/>Realistic Fiction, T34<br/>Realistic Fiction, T36-T37<br/>Strategy Group: IDENTIFY REALISTIC FICTION, T40<br/>Whole Group, T41<br/>Identify Realistic Fiction, T110</p> <p><b>Unit 2:</b><br/>Identify Poetry, T252<br/>Minilesson: Describe Elements of Poetry, T268<br/>Drama, T318<br/>Minilesson: Find Elements of Drama, T338<br/>Whole Group, T341</p> <p><b>Unit 3:</b><br/>Identify Traditional Stories, T38-T39<br/>Strategy Group: IDENTIFY FABLES, T40<br/>Whole Group, T193<br/>Read Aloud, T256<br/>Minilesson: Fable, T258<br/>Identify Traditional Stories, T260-T261<br/>Strategy Group: IDENTIFY FABLES, T262<br/>Whole Group, T263</p> |

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| <p><b>Continued</b><br/>1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> | <p><b>Continued</b><br/><b>Unit 4:</b><br/>Genre Immersion Lesson, T89<br/>Minilesson: Historical Fiction, T190<br/>LANGUAGE OF THE GENRE, T190<br/>Identify Historical Fiction, T192<br/>Strategy Group: IDENTIFY HISTORICAL FICTION, T194<br/>Whole Group, T195<br/><b>Unit 5:</b><br/>Strategy Group: IDENTIFY FICTION, T256</p> |
| <p>1.RL.3.2 Identify who is telling the story at various points in a text.</p>   | <p><b>Unit 2:</b><br/>First Read: Look, T258<br/><b>Unit 4:</b><br/>Possible Teaching Point: Read Like a Writer: First-Person Text, T199<br/>Minilesson: First-Person Text, T224</p>  |

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| <b>1.RL.4 Synthesis and Connection of Ideas</b>   |  |
| 1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events. | <p><b>Unit 1:</b><br/>           Minilesson: Describe Characters, T56<br/>           Minilesson: Use Text Evidence, T60<br/>           Minilesson: Setting, T108<br/>           Identify Realistic Fiction, T110<br/>           Strategy Group: IDENTIFY REALISTIC FICTION, T112<br/>           First Read: Talk, T120<br/>           Close Read: Describe the Setting/Ask and Answer Questions, T123<br/>           Whole Group, T131<br/>           Strategy Group: DESCRIBE THE SETTING, T134<br/>           Strategy Group: ASK AND ANSWER QUESTIONS, T140<br/>           Minilesson: Find Text Evidence, T142<br/>           Strategy Group: COMPARE TEXTS, T144<br/>           Identify Realistic Fiction, T256-T257<br/>           Close Read: Visualize Details/Describe Characters, T265<br/>           First Read: Ask, T268<br/>           Close Read: Describe Characters, T269<br/>           Minilesson: Describe Characters, T278<br/>           Strategy Group: DESCRIBE CHARACTERS, T280<br/>           Minilesson: Visualize Details About Characters, T282</p> <p><b>Unit 2:</b><br/>           ELL Access: Prereading, T326<br/>           My View, T332</p> <p><b>Unit 4:</b><br/>           Whole Group, T195<br/>           Read, T196</p> <p><b>Unit 5:</b><br/>           Minilesson: Important Details, T278</p> |

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| <p>1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.</p>  | <p><b>Unit 1:</b><br/>Strategy Group: COMPARE TEXTS, T68<br/>Whole Group, T69<br/>Wrap-Up: Compare and Contrast Characters, T253<br/>Read and Compare, T266<br/>Compare Across Texts, T382<br/>Reflect on the Unit, T413</p> <p><b>Unit 2:</b><br/>Strategy Group: COMPARE TEXTS, T350</p> <p><b>Unit 3:</b><br/>Strategy Group: COMPARE TEXTS, T70<br/>Whole Group, T71</p>   |
| <p><b>1.RN Reading: Nonfiction</b></p>   |  |
| <p>1.RN.1 With support, read and comprehend nonfiction that is grade-level appropriate.</p>    | <p><b>Unit 1:</b><br/>Identify Informational Text, T186-T187<br/>Identify Theme, T332-T333</p> <p><b>Unit 2:</b><br/>Identify Informational Text, T38<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T38-T39<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T110-T111<br/>Identify Informational Text, T110<br/>Identify Informational Text, T182-T183<br/>Identify Theme, T322</p> <p><b>Unit 4:</b><br/>Identify Theme, T38-T39<br/>Identify Theme, T116-T117<br/>Identify Informational Text, T262<br/>Identify Theme, T336</p> <p><b>Unit 5:</b><br/>Identify Informational Text, T38<br/>Identify Theme, T184</p> |

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| <b>1.RN.2 Key Ideas and Textual Support</b>  |  |
| <p>1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.</p> | <p><b>Unit 2:</b><br/>           Minilesson: Find Important Details, T60<br/>           First Read: Ask, T120<br/>           Minilesson: Ask and Answer Questions, T138<br/>           Minilesson: Ask and Answer Questions, T202<br/>           Strategy Group: ASK AND ANSWER QUESTIONS, T206<br/>           Minilesson: Write to Sources, T208<br/>           DIFFERENTIATED SUPPORT: Intervention/Extend, T393</p> <p><b>Unit 4:</b><br/>           Read, T42<br/>           Close Read: Ask and Answer Questions, T49<br/>           CROSS-CURRICULAR PERSPECTIVES: Social Studies, T53<br/>           Minilesson: Ask and Answer Questions, T66<br/>           First Read: Ask, T124<br/>           First Read: Talk, T130<br/>           Explore the Infographic, T174<br/>           First Read: Ask, T270<br/>           Explore the Infographic, T318<br/>           Close Read: Ask and Answer Questions, T345<br/>           Close Read: Ask and Answer Questions, T347<br/>           Strategy Group: ASK AND ANSWER QUESTIONS, T362</p> <p><b>Unit 5:</b><br/>           Explore the Infographic, T20<br/>           First Read: Ask, T48<br/>           Explore the Web Site, T94<br/>           Explore the Infographic, T166<br/>           Read, T332<br/>           First Read: Ask, T336</p> |

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| <p>1.RN.2.2 Retell main ideas and key details of a text.</p>  | <p><b>Unit 1:</b><br/>Minilesson: Share Ideas and Information, T212<br/>CRITICAL LITERACY: Challenge the Text, T404</p> <p><b>Unit 2:</b><br/>Minilesson: Find the Main Idea, T56<br/>Strategy Group: IDENTIFY MAIN IDEA, T58<br/>Whole Group, T59<br/>Minilesson: Find Important Details, T60<br/>Whole Group, T65<br/>Genre Immersion Lesson, T83<br/>My View, T122<br/>Minilesson: Explore Facts and Details, T155<br/>Minilesson: Apply Facts and Details, T156<br/>Informational Text, T180<br/>Minilesson: Identify Informational Text, T180</p> <p><b>Unit 3:</b><br/>WEEKLY QUESTION, T357</p> <p><b>Unit 4:</b><br/>Minilesson: Talk About It, T72<br/>Minilesson: Informational Text, T260<br/>Read, T266<br/>First Read: Read, T274<br/>Close Read: Find the Main Idea, T343<br/>Close Read: Find the Main Idea, T347<br/>Minilesson: Main Idea, T354</p> <p><b>Unit 5:</b><br/>Informational Text, T36<br/>Minilesson: Informational Text Genre, T36<br/>Strategy Group: IDENTIFY INFORMATIONAL TEXT, T40</p> |
| <p>1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p><b>Unit 2:</b><br/>First Read: Talk, T48<br/>Whole Group, T69</p> <p><b>Unit 5:</b><br/>ELL Minilesson Support, T83<br/>ELL Minilesson Support, T155<br/>Share Back, T157<br/>Writing Support, T157<br/>Minilesson: Explore Instructions, T157<br/>Independent Writing, T157</p>   |



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| <b>1.RN.3 Structural Elements and Organization</b>  |   |
| 1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text. | <p><b>Unit 1:</b><br/>Explore the Diagram, T168<br/>Strategy Group: IDENTIFY INFORMATIONAL TEXT, T188<br/>Close Read: Find Text Features/Use Text Evidence, T193<br/>Close Read: Find Text Features/Vocabulary in Context, T195<br/>Minilesson: Find Text Features, T202<br/>Strategy Group: IDENTIFY TEXT FEATURES, T204<br/>Minilesson: Print Features, T218-T219<br/>Minilesson: Explore Features of a Nonfiction Book, T230<br/>Minilesson: Apply Features of a Nonfiction Book, T231</p> <p><b>Unit 2:</b><br/>Genre Immersion Lesson, T84<br/>First Read: Look, T118</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Read Like a Writer: Print Features, T268<br/>Minilesson: Print Features, T298</p> <p><b>Unit 5:</b><br/>Minilesson: Informational Text Genre, T110<br/>Strategy Group: IDENTIFY INFORMATIONAL TEXT, T114<br/>Possible Teaching Point: Read Like a Writer: Text Features, T119<br/>Possible Teaching Point: Read Like a Writer: Graphic Features, T120<br/>Possible Teaching Point: Read Like a Writer: Text Features, T123<br/>Close Read: Use Graphics, T123<br/>Minilesson: Text Features, T130<br/>Strategy Group: USE TEXT FEATURES, T132<br/>Minilesson: Graphic Features, T146<br/>Possible Teaching Point: Read Like a Writer: Graphics, T336<br/>Minilesson: Graphics, T362</p> |

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| 1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. | <p><b>Unit 2:</b><br/>Close Read: Recognize Structure, T117<br/>Close Read: Recognize Structure, T119<br/>Minilesson: Find Text Structure, T128</p> <p><b>Unit 4:</b><br/>Read, T120<br/>Close Read: Use Text Structure, T125<br/>Close Read: Use Text Structure, T127<br/>Close Read: Use Text Structure, T129<br/>Close Read: Use Text Structure, T131<br/>Minilesson: Text Structure, T138<br/>Strategy Group: USE TEXT STRUCTURE, T140</p> <p><b>Unit 5:</b><br/>Close Read: Find Text Structure, T45<br/>Minilesson: Text Structure, T58<br/>Strategy Group: USE TEXT STRUCTURE, T60<br/>Minilesson: Text Structure, T74</p> |
| 1.RN.3.3 Standard begins at second grade   | Standard begins at second grade according to the Indiana Academic Standards   |
| <b>1.RN.4 Synthesis and Connection of Ideas</b>  |   |
| 1.RN.4.1 Identify the reasons the author gives to support points in a text.  | <p><b>Unit 3:</b><br/>Persuasive Text, T328-T329<br/>Read, T334<br/>First Read: Look, T336<br/>Identify Persuasive Text, T346</p> <p><b>Unit 5:</b><br/>Persuasive Text, T182<br/>Explore Persuasive Writing, T402</p>  |
| 1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.   | <p><b>Unit 4:</b><br/>Guided Reading Instruction Prompts: Compare and Contrast Texts, T262<br/>Close Read: Compare and Contrast Texts, T269<br/>Close Read: Compare and Contrast Texts, T275<br/>Compare and Contrast Texts, T282-T283</p>  |
| 1.RN.4.3 Standard begins at sixth grade.   | Standard begins at sixth grade according to the Indiana Academic Standards.   |

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| <b>1.RV Reading: Vocabulary</b>  |   |
| 1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.    | <p><b>Unit 1:</b><br/>Academic Vocabulary: Oral Vocabulary Routine, T14</p> <p><b>Unit 2:</b><br/>Academic Vocabulary: Oral Language, T352</p> <p><b>Unit 3:</b><br/>Academic Vocabulary: Oral Vocabulary Routine, T14</p> <p><b>Unit 4:</b><br/>Academic Vocabulary: Oral Language, T368</p> <p><b>Unit 5:</b><br/>Academic Vocabulary: Oral Vocabulary Routine, T14</p>   |
| <b>1.RV.2 Vocabulary Building</b>  |   |
| 1.RV.2.1 Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. | <p><b>Unit 1:</b><br/>Close Read: Describe a Character/Vocabulary in Context, T47<br/>Close Read: Vocabulary in Context, T117<br/>Minilesson: Context Clues, T216-T217<br/>Close Read: Find Graphics/Vocabulary in Context, T341<br/>Strategy Group: DEVELOP VOCABULARY, T346</p> <p><b>Unit 2:</b><br/>Close Read: Vocabulary in Context, T121<br/>Minilesson: Context Clues, T212<br/>Strategy Group: DEVELOP VOCABULARY, T266</p> <p><b>Unit 3:</b><br/>Close Read: Vocabulary in Context, T123<br/>Minilesson: Context Clues, T220<br/>Minilesson: Develop Vocabulary, T270<br/>Strategy Group: DEVELOP VOCABULARY, T274<br/>Strategy Group: DEVELOP VOCABULARY, T344</p> <p><b>Unit 4:</b><br/>Close Read: Vocabulary in Context, T45<br/>Close Read: Vocabulary in Context, T127<br/>Minilesson: Context Clues, T222<br/>Close Read: Vocabulary in Context, T271</p> <p><b>Unit 5:</b><br/>Close Read: Vocabulary in Context, T51<br/>Minilesson: Context Clues, T214<br/>Close Read: Vocabulary in Context, T263</p> |

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| 1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).   | <p><b>Unit 1:</b><br/>Academic Vocabulary: Synonyms, T146<br/>Lesson 4: Spelling, T150<br/>Lesson 4: Spelling, T220<br/>Minilesson: Word Work, T400</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Academic Vocabulary: Synonyms, T119</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T124</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Antonyms, T129</p> <p><b>Unit 5:</b><br/>Academic Vocabulary: Antonyms, T144-T145</p>  |
| 1.RV.2.3 Standard begins at sixth grade.  | Standard begins at sixth grade according to the Indiana Academic Standards  |
| 1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary: Word Parts, T271</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T49<br/>Minilesson: Word Parts, T296</p> <p><b>Unit 5:</b><br/>Minilesson: Decode and Write Words with Suffixes -er, -or, T102<br/>Word Work Strategy Group: SUFFIXES -er, -or, T136<br/>Word Work Activity: BUILD WORDS WITH LETTER TILES, T137<br/>Minilesson: Spiral Review Long i Spelled igh; Suffixes -er, -or, T178<br/>Minilesson: Decode and Write Words with Suffixes -ly, -ful, T244<br/>Minilesson: Spiral Review Vowel Teams ue, ew, ui; Prefixes re-, un-, T248<br/>Word Work Strategy Group: SUFFIXES -ly, -ful, T280<br/>Minilesson: Word Parts, T288</p> |

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| 1.RV.2.5 Standard begins at second grade.  | Standard begins at second grade according to the Indiana Academic Standards,   |
| <b>1.RV.3 Vocabulary in Literature and Nonfiction Texts</b>  |  |
| 1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell). | <b>Unit 3:</b><br>The Five Senses, T162<br>Explore Imagery, T163   |
| 1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.                                | <b>Unit 1:</b><br>Preview Vocabulary, T190<br>Possible Teaching Point: Read Like a Writer: Word Choice, T339<br>Minilesson: Develop Vocabulary, T342<br><b>Unit 2:</b><br>Preview Vocabulary, T42<br>Minilesson: Develop Vocabulary, T50<br>Check for Understanding, T51<br>Minilesson: Develop Vocabulary, T122<br><b>Unit 3:</b><br>Preview Vocabulary, T334<br>Strategy Group: DEVELOP VOCABULARY, T344<br>Minilesson: Oral Language, T360<br><b>Unit 4:</b><br>Preview Vocabulary, T42<br>Check for Understanding, T57<br>Minilesson: Develop Vocabulary, T132<br>Strategy Group: DEVELOP VOCABULARY, T136<br>Minilesson: Develop Vocabulary, T276<br>Strategy Group: DEVELOP VOCABULARY, T280<br><b>Unit 5:</b><br>Preview Vocabulary, T116<br>Strategy Group: DEVELOP VOCABULARY, T198<br>Minilesson: Develop Vocabulary, T340 |
| 1.RV.3.3 Standard begins at third grade.   | Standard begins at third grade according to the Indiana Academic Standards.  |
| <b>1.W Writing</b>   |  |

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| 1.W.1 Write routinely over brief time frames and for a variety of purposes and audiences.   | <p><b>Unit 1:</b><br/>Write for a Reader: Audience, T404</p> <p><b>Unit 3:</b><br/>Write for a Reader: Audience, T402<br/>Customize it!, T402</p> <p><b>Unit 4:</b><br/>Write for a Reader: Audience, T416</p>  |
| <b>1.W.2 Handwriting</b>  |   |
| 1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.   | <p><b>Unit 1:</b><br/>Minilesson: Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T28</p> <p><b>Unit 2:</b><br/>Handwriting: Appropriate Spacing Between Letters in Words, T212<br/>Handwriting: Letters A and a, T214<br/>Handwriting: Letters D and d, T282<br/>Handwriting: Letters E and e, T284<br/>Handwriting: Letters Ff, T352<br/>Handwriting: Write Words, T354</p> <p><b>Unit 3:</b><br/>Minilesson: Word Choice, T152</p> <p><b>Unit 4:</b><br/>Handwriting: Write Sentences with Appropriate Spacing, T152<br/>Handwriting: Write Sentences, T370</p> <p><b>Unit 5:</b><br/>Handwriting: Write Sentences, T216<br/>Write Answers, T290</p> |
| 1.W.2.2 Students are expected to build upon and continue applying concepts learned previously.  | <i>myView</i> , Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.  |
| <b>1.W.3 Writing Genres: Argumentative, Informative, and Narrative</b>  |   |
| 1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. | <p><b>Unit 2:</b><br/>Analyze Student Model, T398<br/>Incorporate Media/Revise/Edit, T400<br/>DIFFERENTIATED SUPPORT: Intervention/Extend, T401</p>   |

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| <p>1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>  | <p><b>Unit 2</b><br/>           Minilesson: Brainstorm a Topic and Main Idea, T85<br/>           Independent Writing, T85<br/>           Writing Support, T85<br/>           Share Back, T154<br/>           Independent Writing, T154<br/>           Writing Support, T154<br/>           Minilesson: Main Idea, T154<br/>           Independent Writing, T155<br/>           Writing Support, T155<br/>           Minilesson: Explore Facts and Details, T155<br/>           Minilesson: Apply Facts and Details, T156<br/>           Share Back, T156<br/>           Independent Writing, T156<br/>           Writing Support, T156<br/>           Minilesson: Explore Introduction and Conclusion, T227<br/>           Independent Writing, T227<br/>           Share Back, T227<br/>           Writing Support, T227<br/>           Minilesson: Apply Introduction and Conclusion, T228<br/> <b>Unit 4:</b><br/>           NEXT STEPS, T415</p> |
| <p>1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p> | <p><b>Unit 3:</b><br/>           Genre Immersion Lesson, T84<br/>           Writing Support, T84<br/>           Genre Immersion Lesson, T85<br/> <br/> <b>Unit 4:</b><br/>           Independent Writing, T90<br/>           Writing Support, T90<br/>           Genre Immersion Lesson, T90<br/>           Share Back, T90</p>  |

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| <b>1.W.4 The Writing Process</b>  |  |
| <b>1.W.4 Apply the writing process to</b>   |  |
| 1.W.4a With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. | <p><b>Unit 1:</b><br/>           Writing Support, T306<br/>           Independent Writing, T306<br/>           Writing Support, T307<br/>           Independent Writing, T307<br/>           Minilesson: Apply Adding Details to Words, T307<br/>           Minilesson: Edit for Illustrations and Words, T375<br/>           Independent Writing, T375<br/>           Write for a Reader, T410</p> <p><b>Unit 2:</b><br/>           Minilesson: Edit for Capitalization, T294<br/>           Independent Writing, T294<br/>           Share Back, T294<br/>           Writing Support, T294</p> <p><b>Unit 3:</b><br/>           Independent Writing, T303<br/>           Independent Writing, T373<br/>           Edit, T408<br/>           NEXT STEPS, T409</p> <p><b>Unit 4:</b><br/>           Revise, T416<br/>           Edit, T416</p> <p><b>Unit 5:</b><br/>           Independent Writing, T372<br/>           Minilesson: Edit for Spelling, T372<br/>           Writing Support, T372<br/>           Revise, T408<br/>           DIFFERENTIATED SUPPORT: Intervention/Extend, T409<br/>           NEXT STEPS, T409</p> |



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| <p>1.W.4b Use available technology to publish legible documents.</p>                                  | <p><b>Unit 1:</b><br/>Writing Support, T376<br/>Independent Writing, T376<br/>Minilesson: Prepare for Celebration, T376<br/>Incorporate Media/Revise/Edit, T410</p> <p><b>Unit 2:</b><br/>Independent Writing, T366<br/>Writing Support, T366<br/>Share Back, T366<br/>Minilesson: Prepare for Celebration, T366</p> <p><b>Unit 3:</b><br/>Independent Writing, T374<br/>Minilesson: Prepare for Celebration, T374<br/>Writing Support, T374<br/>Share Back, T374</p> <p><b>Unit 4:</b><br/>Minilesson: Prepare for Celebration, T382<br/>Writing Support, T382<br/>Independent Writing, T382<br/>Share Back, T382<br/>Minilesson: Celebrate, T383</p> |
| <p><b>1.W.5 The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b></p> |  |
| <p>1.W.5 With support, conduct simple research on a topic.</p>  | <p><b>Unit 1:</b><br/>Collaborate and Discuss: Identify Relevant Sources, T408-T409</p> <p><b>Unit 2:</b><br/>Conduct Research: Use Print and Digital Sources, T396-T397</p> <p><b>Unit 3:</b><br/>Conduct Research: Use Audio and Video Sources, T404-T405</p> <p><b>Unit 4:</b><br/>Conduct Research: Interview a Person, T412-T413</p>  |

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|--|---|
| <p>1.W.5a Identify several sources of information and indicate the sources.</p>                | <p><b>Unit 1:</b><br/>CUSTOMIZE IT!, T406<br/>Use Print Sources, T406</p> <p><b>Unit 2:</b><br/>CRITICAL LITERACY: Build Background, T392<br/>CRITICAL LITERACY: Challenge the Text, T394<br/>CUSTOMIZE IT!, T396<br/>Use Print and Digital Sources, T396<br/>CRITICAL LITERACY: Compare Viewpoints, T398</p> <p><b>Unit 3:</b><br/>Critical Literacy: Build Background, T400<br/>Use Audio and Video Sources, T404<br/>Audio Recording, T404<br/>Video Recording, T404</p> <p><b>Unit 4:</b><br/>Critical Literacy: Compare Viewpoints, T414</p> <p><b>Unit 5:</b><br/>Search Online, T404</p> |
| <p>1.W.5b Organize information, using graphic organizers or other aids.</p>                    | <p><b>Unit 1:</b><br/>Differentiated Support, T407</p> <p><b>Unit 2:</b><br/>Differentiated Support, T397</p> <p><b>Unit 3:</b><br/>Differentiated Support, T405</p> <p><b>Unit 4:</b><br/>Differentiated Support, T413</p> <p><b>Unit 5:</b><br/>Differentiated Support, T405</p>  |
| <p>1.W.5c Make informal presentations on information gathered.</p>                             | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b><br/>Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b><br/>Celebrate and Reflect: Share, T410</p> <p><b>Unit 4:</b><br/>Celebrate and Reflect: Share, T418</p> <p><b>Unit 5:</b><br/>Celebrate and Reflect: Share, T410</p>  |

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| <b>1.W.6 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b> |  |
| <b>1.W.6.1 Demonstrate command of English grammar and usage, focusing on:</b>                               |  |
| 1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.     | <p><b>Unit 1:</b><br/>Minilesson: First Person-Text, T72<br/>LESSON 1: Spiral Review: Nouns, T152</p> <p><b>Unit 2:</b><br/>Minilesson: Explore Singular, Plural, Common, Proper, and Possessive Nouns, T295<br/>Share Back, T295<br/>Writing Support, T295<br/>Independent Writing, T295<br/>Share Back, T296<br/>Minilesson: Apply Singular, Plural, Common, Proper, and Possessive Nouns, T296<br/>Writing Support, T296<br/>Independent Writing, T296</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Language and Conventions: Common and Proper Nouns, T123<br/>Possible Teaching Point: Language and Conventions: Common Nouns, T126<br/>LESSON 1: Common and Proper Nouns, T226-T227<br/>Minilesson: Pronouns, T302<br/>Independent Writing, T372<br/>Share Back, T372<br/>Writing Support, T372<br/>Minilesson: Edit for Nouns, T372</p> |

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| 1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future. | <p><b>Unit 1:</b><br/>Possible Teaching Point: Language and Conventions: Present-Tense Verbs, T120<br/>LESSON 1: Present Tense Verbs, T222</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Language and Conventions: Past-Tense Verbs, T128<br/>LESSONS 2-5: Past Verb Tense, T158-T159<br/>Possible Teaching Point: Language &amp; Conventions: Verbs, T201<br/>LESSONS 1-5: Verbs, T228-T229<br/>LESSONS 1-5: Future Tense Verbs, T302-T303<br/>Share Back, T311<br/>Minilesson: Explore Verbs, T311<br/>Writing Support, T311<br/>Independent Writing, T311<br/>Minilesson: Apply Verbs, T312<br/>WRITING CLUB, T312</p> <p><b>Unit 5:</b><br/>Edit, T408</p> |
| 1.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.                                | Standard begins at second grade according to the Indiana Academic Standards.  |
| 1.W.6.1d Prepositions – Standard begins at fourth grade.                                       | Standard begins at fourth grade according to the Indiana Academic Standards.  |

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| <p>1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p><b>Unit 1:</b><br/>LESSON 1: Simple Sentences, T298<br/>Possible Teaching Point: Language and Conventions: Sentences with Nouns, Verbs, and Adjectives, T340</p> <p><b>Unit 2:</b><br/>Possible Teaching Point: Language and Conventions: Simple Sentences, T45<br/>Possible Teaching Point: Language and Conventions: Simple Sentences, T49<br/>Possible Teaching Point: Language and Conventions: Declarative Sentences, T116<br/>LESSONS 1-5: Simple and Declarative Sentences, T148-T149<br/>Possible Teaching Point: Language and Conventions: Interrogative Sentences, T188<br/>LESSONS 1-5: Declarative and Interrogative Sentences, T218-T219<br/>LESSONS 1-5: Interrogative and Exclamatory Sentences, T288-T289<br/>Possible Teaching Point: Language and Conventions: Imperative Sentences, T328<br/>LESSONS 1-5: Imperative and Exclamatory Sentences, T358-T359</p> <p><b>Unit 3:</b><br/>LESSON 1: Imperative Sentences, T78</p> |

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| <b>1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>                   |   |
| 1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. | <p><b>Unit 2:</b><br/>           Minilesson: Edit for Capitalization, T294<br/>           Independent Writing, T294<br/>           Share Back, T294<br/>           Writing Support, T294<br/>           Minilesson: Edit for Capitalization, T364<br/>           Independent Writing, T364<br/>           Share Back, T364<br/>           Writing Support, T364</p> <p><b>Unit 3:</b><br/>           Possible Teaching Point: Language and Conventions: Pronouns I and me, T267<br/>           LESSONS 2-5: Pronouns I and me, T296-T297<br/>           Possible Teaching Point: Language and Conventions: Capitalization, T336<br/>           LESSONS 1-5: Capitalize I and Proper Names, T366-T367</p> <p><b>Unit 4:</b><br/>           LESSON 1: Capitalize I and Proper Names, T82<br/>           Writing Support, T308<br/>           Share Back, T308<br/>           Minilesson: Capitalization, T308</p> |
| <b>1.W.6.2b Punctuation</b>   |   |
| 1.W.6.2b.1 Correctly using a period, question mark, and exclamation mark at the end of a sentence.              | <p><b>Unit 4:</b><br/>           Writing Support, T309<br/>           Share Back, T309<br/>           Independent Writing, T309<br/>           Share Back, T310<br/>           Minilesson: Apply Punctuation Marks, T310<br/>           Independent Writing, T310<br/>           Writing Support, T310</p> <p><b>Unit 5:</b><br/>           Writing Support, T303<br/>           Share Back, T303<br/>           Independent Writing, T303<br/>           Minilesson: Explore Punctuation Marks, T303<br/>           Minilesson: Apply Punctuation Marks, T304<br/>           WRITING CLUB, T304</p>  |

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| 1.W.6.2b.2 Using commas in dates and to separate items in a series.                                     | <p><b>Unit 2:</b><br/>Minilesson: Edit for Commas, T365<br/>Share Back, T365<br/>Writing Support, T365<br/>Independent Writing, T365</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Language and Conventions: Commas in Sentences, T335<br/>LESSONS 2-5: Commas in Dates and Sentences, T366-T367</p>             |
| <b>1.W.6.2c Spelling</b>  |   |
| 1.W.6.2c.1 Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. | <p><b>Unit 2:</b><br/>Spelling: Spell Words with Consonant Pattern -ck, T146-T147</p> <p><b>Unit 3:</b><br/>Spelling: Spell Words with the Vowel Sounds of y, T294-T295<br/>Apply Spelling Patterns and Rules, T304</p> <p><b>Unit 5:</b><br/>Spelling: Spell Words with Vowel Teams <i>ue, ew, ui</i>, T218-T219</p> |
| 1.W.6.2c.2 Correctly spelling words with common spelling patterns.                                      | <p><b>Unit 3:</b><br/>Share Back, T303<br/>Minilesson: Explore Spelling Patterns and Rules, T303<br/>Minilesson: Apply Spelling Patterns and Rules, T304<br/>Share Back, T304<br/>Writing Support, T304<br/>Independent Writing, T304</p>   |

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| <p>1.W.6.2c.3 Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</p>  | <p><b>Unit 1:</b><br/>Minilesson: High-Frequency Words, T245<br/>Read Fill the Pen, T249<br/>Minilesson: High-Frequency Words, T321<br/><b>Unit 2:</b><br/>Minilesson: High-Frequency Words, T383<br/><b>Unit 3:</b><br/>Read A Deep Sleep, T182-T183<br/>Share Back, T303<br/>Minilesson: High-Frequency Words, T319<br/><b>Unit 4:</b><br/>Minilesson: High-Frequency Words, T181<br/>Read Cars by Bob, T184-T185<br/><b>Unit 5:</b><br/>Minilesson: High-Frequency Words, T27<br/>Minilesson: High-Frequency Words, T391<br/>Read Spring Rain, T394</p> |
| <p><b>1.SL Speaking and Listening</b></p>   |  |
| <p>1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Share, T412<br/><b>Unit 2:</b><br/>Celebrate and Reflect: Share, T402<br/><b>Unit 3:</b><br/>Celebrate and Reflect: Share, T410<br/><b>Unit 4:</b><br/>Celebrate and Reflect: Share, T418<br/><b>Unit 5:</b><br/>Celebrate and Reflect: Share, T410</p>   |
| <p><b>1.SL.2 Discussion and Collaboration</b></p>   |  |



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| <p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> | <p><b>Unit 1:</b><br/>Writing Support, T158</p> <p><b>Unit 2:</b><br/>WRITING CLUB, T158-T159<br/>WRITING CLUB, T228-T229<br/>My View, T262<br/>Minilesson: Active Listening, T278<br/>WRITING CLUB, T298-T299</p> <p><b>Unit 3:</b><br/>My View, T200</p> <p><b>Unit 4:</b><br/>My View, T348</p> <p><b>Unit 5:</b><br/>My View, T194<br/>My View, T268</p> |
| <p>1.SL.2.2 Standard begins in third grade.</p>   | <p>Standard begins in third grade according to the Indiana Academic Standards.</p>   |

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| 1.SL.2.3 Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks. | <p><b>Unit 1:</b><br/>Turn, Talk, and Share, T37<br/>Reflect and Share, T212-T213<br/>Turn, Talk, and Share, T238<br/>Book Club Routine, T416<br/>Book Club, T418-T419</p> <p><b>Unit 2:</b><br/>Turn, Talk, and Share, T37<br/>Reflect and Share, T138-T139<br/>Minilesson: Active Listening, T278<br/>Book Club, T408-T411<br/>Book Club, T412-T413</p> <p><b>Unit 3:</b><br/>Whole Group, T193<br/>Reflect and Share, T146-T147<br/>Reflect and Share, T216-T217<br/>Book Club: T422-T423<br/>Book Club: T428-T429</p> <p><b>Unit 4:</b><br/>Reflect and Share, T72-T73<br/>Share, T418<br/>Book Club, T420-T421<br/>Book Club, T426-T427</p> <p><b>Unit 5:</b><br/>Reflect and Share, T68-T69<br/>Whole Group, T199<br/>Reflect and Share, T284-T285<br/>Book Club, T412-T413<br/>Book Club, T426-T427</p> |
| 1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.                                       | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b><br/>Introduce the Project: Collaborate, T392</p> <p><b>Unit 3:</b><br/>Introduce the Project: Collaborate, T400</p> <p><b>Unit 4:</b><br/>Celebrate and Reflect: Share, T418</p>  |
| 1.SL.2.5 Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.          | <p><b>Unit 1:</b><br/>Minilesson: Describe Personal Connections, T288</p> <p><b>Unit 2:</b><br/>WRITING CLUB, T298-T299</p> <p><b>Unit 4:</b><br/>Minilesson: Talk About It, T218</p>  |

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| <b>1.SL.3 Comprehension</b>  |  |
| 1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   | <p><b>Unit 1:</b><br/>CRITICAL LITERACY: Build Background, T402<br/>Share/Reflect, T412</p> <p><b>Unit 4:</b><br/>My View, T276<br/>Minilesson: Talk About It, T292<br/>Strategy Group: COMPARE TEXTS, T294</p>  |
| 1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood.   | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b><br/>Celebrate and Reflect: Share, T402</p> <p><b>Unit 4:</b><br/>Celebrate and Reflect: Share, T418</p>   |
| <b>1.SL.4 Presentation of Knowledge and Ideas</b>  |  |
| 1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events. | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b><br/>Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b><br/>Celebrate and Reflect: Share, T410</p>   |
| 1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.   | <p><b>Unit 1:</b><br/>Extend Research: Incorporate Media, T410</p> <p><b>Unit 2:</b><br/>Extend Research: Incorporate Media, T400</p> <p><b>Unit 3:</b><br/>Extend Research: Incorporate Media, T408</p> <p><b>Unit 4:</b><br/>Extend Research: Write a Thank-You Note, T416</p> <p><b>Unit 5:</b><br/>Extend Research: Explore Props and Costumes, T408</p> |
| 1.SL.4.3 Give and follow three- and four-step directions.  | <p><b>Unit 1:</b><br/>Minilesson: Model and Practice, T330</p> <p><b>Unit 5:</b><br/>Genre Immersion Lesson: Model and Practice, T85</p>   |
| <b>1.ML Media Literacy</b>   |  |

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| <p>1.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.</p>                         | <p><b>Unit 2:</b><br/>Explore and Plan: Introduce Persuasive Writing, T394-T395</p> <p><b>Unit 3:</b><br/>Persuasive Text, T328-T329<br/>Identify Persuasive Text, T346-T347<br/>Explore and Plan: Explore Persuasive Writing, T402-T403</p> <p><b>Unit 4:</b><br/>Interact with Sources: Explore the Web Site, T98-T99</p> <p><b>Unit 5:</b><br/>Interact with Sources: Explore the Web Site, T94-T95<br/>Explore and Plan: Explore Persuasive Writing, T402-T403</p> |
| <p><b>1.ML.2 Media Literacy</b></p>  |  |
| <p>1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</p> | <p><b>Unit 1:</b><br/>Conduct Research: Use Print Sources, T406-T407</p> <p><b>Unit 2:</b><br/>Conduct Research: Use Print and Digital Sources, T396-T397</p> <p><b>Unit 3:</b><br/>Conduct Research: Use Audio and Video Sources, T404-T405</p> <p><b>Unit 4:</b><br/>Interact with Sources: Explore the Web Site, T98-T99</p> <p><b>Unit 5:</b><br/>Interact with Sources: Explore the Web Site, T94-T95<br/>Conduct Research: Search Online, T404-T405</p>          |
| <p>1.ML.2.2 Standard begins in fifth grade.</p>  | <p>Standard begins in fifth grade according to the Indiana Academic Standards</p>  |