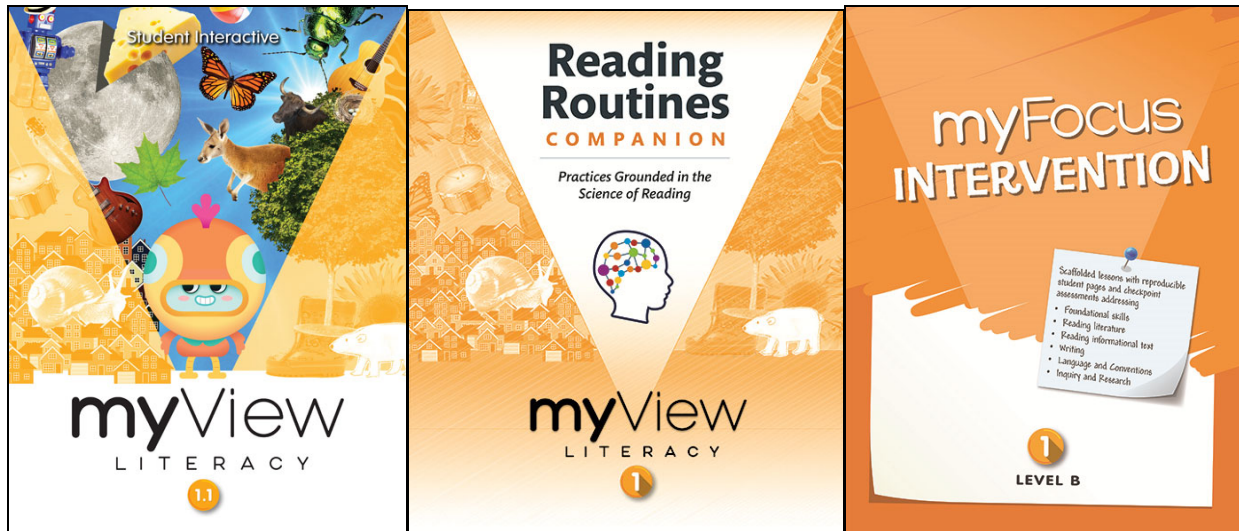


Correlations of



Grade 1

To the

**Indiana Academic Standards
English Language Arts
SAT / IAS ELA Priorities**

Grade 1

**Correlations of myView Literacy ©2020, Grade 1
Reading Routines Companion, and myFocus Intervention
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<p style="text-align: center;">Indiana Academic Standards English/Language Arts: Grade 1 SAT/IAS ELA Priorities</p>	<p style="text-align: center;">myView Literacy Reading Routines Companion myFocus Intervention, Grade 1</p>
<p>1.RL Reading: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>Learning Outcome</p>	
<p>1.RL.2 Key Ideas and Textual Support</p>	
<p>1.RL.2.1 Ask and answer questions about main idea and key details in a text.</p>	<p>Unit 1: Main Idea and Details, T205, T240–T241 Unit 2: Find/Identify Main Idea, T28, T29, T37, T50–T51, T312–T313, T332–T333 Find Important Details, T39, T41, T60–T61</p> <p>Reading Routines Companion – Grade 1 Ask and Answer Questions, 371-372 Retell, 375-376</p> <p>myFocus Intervention – Level B Lesson 42 Ask and Answer Questions and Make Connections, T237–T242 Lesson 50 Identify Main Ideas and Key Details, T289–T294</p>
<p>1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.</p>	<p>Unit 1: Identify Realistic Fiction, T24–T25, T82–T83 Describe/Discuss Characters, T39, T50–T51, T215, T219, T221, T230–T231 Describe Setting, T86, T97, T101, T112–T113 Minilesson: Visualize Details About Characters, T240–T241 Unit 3: Describe Main Events and Setting, T208, T217, T219, T228–T229 Describe Plot, T28, T41, T43, T52–T53</p> <p>Reading Routines Companion – Grade 1 Retell, 375-376</p> <p>myFocus Intervention – Level B Lesson 44 Retell Stories, T249–T254 Lesson 45 Story Elements, T257–T262 Lesson 46 Analyze Characters’ Experiences, T263–T268 Lesson 50 Identify Main Ideas and Key Details, T289–T294</p>

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<p>1.RN Reading: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>1.RN.2 Key Ideas and Textual Support</p>	
<p>1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.</p>	<p>Unit 1: Minilesson: Ask and Answer Questions, T406 Introduce the Text, T154–T155, T272–T273</p> <p>Reading Routines Companion – Grade 1 Prosody: Informational Texts, 355-356 Ask and Answer Questions, 371-372 Main Idea and Details, 373-374</p> <p>myFocus Intervention – Level B Lesson 42 Ask and Answer Questions and Make Connections, T237–T242 Lesson 50 Identify Main Ideas and Key Details, T289–T294 Lesson 51 Connect Information in a Text, T295–T300</p>
<p>1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Unit 1: Compare Texts, T29, T68–T69, T87, T130–T131, T149, T186–T187, T205, T248–T249, T267, T304–T305, T438–T439</p> <p>Reading Routines Companion – Grade 1 Prosody: Informational Texts, 355–356</p> <p>myFocus Intervention – Level B Lesson 54 Compare Two Texts, T315–T320</p>
<p>1.RN.3 Structural Elements and Organization</p>	
<p>1.RN.3.3 Standard begins at second grade.</p>	<p>Standard begins at second grade according to the Indiana Academic Standards</p>
<p>1.RN.4 Connection of Ideas</p>	
<p>1.RN.4.1 Identify the reasons the author gives to support points in a text.</p>	<p>Unit 2: Introduce Persuasive Writing, T450–T451</p> <p>Reading Routines Companion – Grade 1 Main Idea and Details, 373–374</p> <p>myFocus Intervention – Level B Lesson 49 Genre: Informational, Procedural, and Persuasive Texts, T283–T288</p>
<p>1.RN.4.3 Standard begins at sixth grade.</p>	<p>Standard begins at sixth grade according to the Indiana Academic Standards.</p>

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<p>1.RV Reading: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>Learning Outcome</p>	
<p>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>	<p>Unit 1: Context Clues, T146–T147, T158, T194 Vocabulary in Context, T39, T95, T159, T213, T277</p> <p>Reading Routines Companion – Grade 1 Word Meaning in Context, 335-336 Context Clues: Synonyms, 337-338 Context Clues: Antonyms, 339-340 Context Clues: Surrounding Text, 341-342</p> <p>myFocus Intervention – Level B Lesson 33 Use Context: Text and Illustration, T187–T190 Build Vocabulary: Use Context Clues, T239, T291</p>
<p>1.RV.2 Vocabulary Building</p>	
<p>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>	<p>Unit 1: Close Read: Describe a Character/Vocabulary in Context, T47 Close Read: Vocabulary in Context, T117 Minilesson: Context Clues, T216-T217 Close Read: Find Graphics/Vocabulary in Context, T341 Strategy Group: Develop Vocabulary, T346</p> <p>Unit 2: Close Read: Vocabulary in Context, T121 Minilesson: Context Clues, T212 Strategy Group: Develop Vocabulary, T266</p> <p>Unit 3: Close Read: Vocabulary in Context, T123 Minilesson: Context Clues, T220 Minilesson: Develop Vocabulary, T270, T274, T344</p> <p>Unit 4: Close Read: Vocabulary in Context, T45, T127 Minilesson: Context Clues, T222 Close Read: Vocabulary in Context, T271</p> <p>Unit 5: Close Read: Vocabulary in Context, T51, T263 Minilesson: Context Clues, T214</p> <p>Reading Routines Companion Word Meaning in Context, 335-336 Context Clues: Synonyms, 337-338 Context Clues: Antonyms, 339-340 Context Clues: Surrounding Text, 341-342</p>

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<p>1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).</p>	<p>Unit 1: Categories, T261</p> <p>myFocus Intervention – Level B Lesson 34 Word Categories, T191–T194</p>
<p>1.RV.3 Vocabulary in Literature and Nonfiction Texts</p>	
<p>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).</p>	<p>Unit 3: Sensory Details, T340–T341 Imagery, T344–T345, T348–T349</p> <p>Reading Routines Companion – Grade 1 Prosody: Poetry, 351–352</p> <p>myFocus Intervention – Level B Lesson 40 Genre: Poetry and Drama, T223–T228</p>
<p>1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.</p>	<p>Unit 1: Develop Vocabulary, T160–T161, T278–T279</p> <p>Reading Routines Companion – Grade 1 Word Meaning in Context, 335-336 Context Clues: Synonyms, 337-338 Context Clues: Antonyms, 339-340 Context Clues: Surrounding Text, 341-342 Word Parts for Meaning, 343-344</p> <p>myFocus Intervention – Level B Lesson 32 Determine the Meanings of Unfamiliar Words, T183–T186 Lesson 33 Use Context: Text and Illustration, T187–T190 Lesson 34 Word Categories, T191–T194 Lesson 49 Genre: Informational, Procedural, and Persuasive Texts, T283–T288</p>
<p>1.RV.3.3 Standard begins at third grade.</p>	<p>Standard begins at third grade according to the Indiana Academic Standards.</p>

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<p>1.W Writing There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.</p>	
<p>1.W.3 Writing Genres</p>	
<p>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>	<p>Unit 1: Opinion Writing, U1:WW1a–WW47</p> <p>myFocus Intervention – Level B Lesson 55 Use a Prompt to Identify a Writing Topic, T323–T326 Lesson 56 Gather Information About a Topic and Draft, T327–T330 Lesson 57 Add Specific Details to Support Ideas, T331–T334</p>
<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>Unit 2: Write an Informational Book, T308–T309, T312–T313, T316–T317, T320–T321, T324–T325, T328–T333, T336–T337, T340–T341, T344–T345, T348–T349, T352–T357, T360–T361, T364–T365, T368–T369, T372–T373</p> <p>myFocus Intervention – Level B Lesson 59 Write Informational Text and Correspondence, T341–T344</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>Unit 4: Write a Personal Narrative, T324–T325, T328–T329, T332–T333, T336–T337, T340–T341, T348–T349, T352–T353, T356–T357, T360–T361, T364, T372–T373, 376–377, 380–381, 384–385, 388–T389</p> <p>myFocus Intervention – Level B Lesson 57 Add Specific Details to Support Ideas, T331–T334 Lesson 58 Write Narrative Text, T337–T340</p>

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1.W.4 The Writing Process	
1.W.4 Apply the writing process to	
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>Unit 2: Plan and Prewrite, T324 Edit, T380–T381, T404–T405, T408–T409 Publish, T324</p> <p>myFocus Intervention – Level B Lesson 55 Use a Prompt to Identify a Writing Topic, T323–T326 Lesson 56 Gather Information About a Topic and Draft, T327–T330 Lesson 57 Add Specific Details to Support Ideas, T331–T334</p>
1.W.4b Use available technology to produce and publish legible documents.	<p>Unit 1: Inquire: Introduce the Project, T458–T459 (Researched Informational Text) Explore and Plan: Introduce Informational Text, T460–T461 Extend Research: Incorporate Media, T466–T467 Celebrate and Reflect, T468–T469</p>
1.W.6 Conventions of Standard English	
1.W.6.1 Demonstrate command of English grammar and usage, focusing on:	
1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	<p>Unit 3: Nouns, T101, T104, T347, T351, T355, T359 Edit for Nouns, T412</p> <p>myFocus Intervention – Level B Lesson 60 Sentences, T347–T350 Lesson 61 Nouns and Pronouns, T351–T354</p>
1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.	<p>Unit 1: Present Tense, T98, T349, T353, T357, T361 Sentences with Nouns, Verbs, and Adjectives, T276, T421, T425, T429, T433 Simple Sentences, T373, T377, T381, T385</p> <p>myFocus Intervention – Level B Lesson 60 Sentences, T347–T350 Lesson 63 Subject-Verb Agreement, T359–T362</p>
1.W.6.1c Standard begins at second grade	Standard begins at second grade according to the Indiana Academic Standards.
1.W.6.1d 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>Unit 1: Simple Sentences, T222-T223, T298 Language and Conventions: Sentences with Nouns, Verbs, and Adjectives, T369, T381, T421, T425, T429, T433</p> <p>Unit 2: Simple Sentences, T41, T315, T323, T327, T335</p> <p>myFocus Intervention – Level B Lesson 60 Sentences, T347–T350 Lesson 63 Subject-Verb Agreement, T359–T362</p>

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