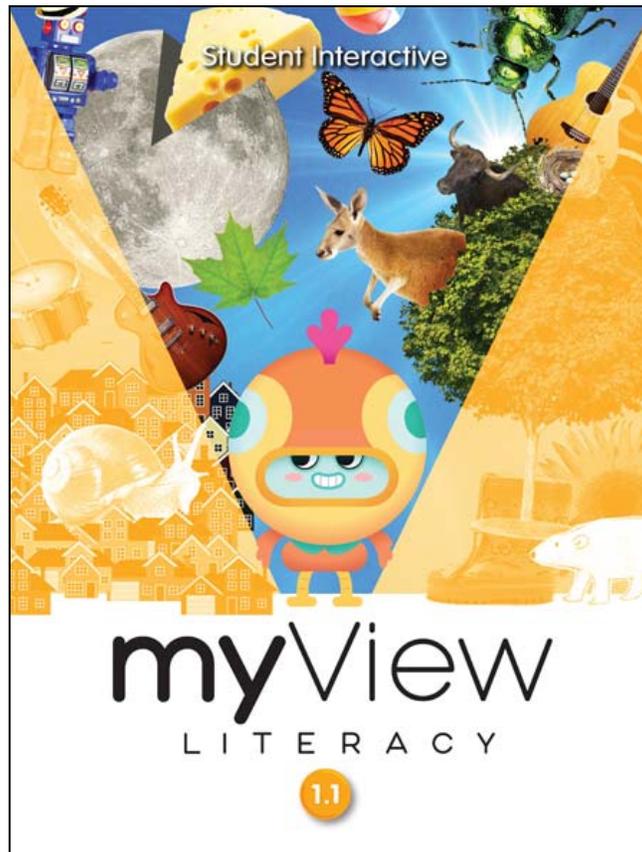


A Correlation of



Grade 1, ©2020

To the

**Massachusetts Curriculum Framework
2018 History and Social Science Framework
Grade 1**

SAVVAS

A Correlation of myView Literacy, Grade 1, ©2020 to the Massachusetts Curriculum Framework - History and Social Science Framework

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *Massachusetts Curriculum Framework – History and Social Science Framework*. Correlation page references are to the Teacher’s Edition and are cited by grade, unit page references and digital 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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**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Table of Contents

Topic 1. Civics: communities, elections, and leadership.....	4
Topic 2. Geography: places to explore	7
Topic 3. History: unity and diversity in the United States.....	9
Topic 4. Economics: resources and choices.....	11

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
Grade 1 Content Standards	
Building on knowledge from previous years, students should be able to:	
Topic 1. Civics: communities, elections, and leadership [1.T1]	
<i>Supporting Question: What does it mean to belong to or lead a group?</i>	
<p>1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others. <i>For example, to clarify the concept of membership, students brainstorm the groups they belong to simultaneously – e.g., they are members of a family, a classroom, a school, perhaps a sports team, a scout group, an arts club, a religious group, a neighborhood community, town, city, or country. With their teacher, they make a list of some of the different expectations of each group and look for the similarities among them.</i></p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Rules, T118 Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169 Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 <i>Look Both Ways!</i>, T190-T195</p> <p>Digital Resources: <i>Leveled Readers</i>>Guided Reading Level F>Follow the Rules</p>
<p>2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Shared Read: <i>The Blackout</i>, T44-T49 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347</p> <p>Digital Resources: <i>Leveled Readers</i>>Guided Reading Level G>Good Neighbors</p>

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
<p>3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.</p> <p><i>For example, students working on a project in a small group take on the roles of leader, recorder or reporter, illustrator, or timekeeper.</i></p>	<p>For supporting content please see:</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Read Aloud: Giving Away a Fortune, T332-T333 Shared Read: Eleanor Roosevelt, T342-T347 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347</p>
<p>4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.</p>	<p>For supporting content please see:</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Read Aloud: Giving Away a Fortune, T332-T333 Shared Read: Eleanor Roosevelt, T342-T347 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347</p>
<p>Clarification Statement: <i>Students should be able to discuss leaders from all walks of life. These may include people they know from personal experience (e.g., teachers, leaders of activities at a girls' and boys' club or scout group, religious leaders) and ones they learn about from reading and viewing (e.g., leaders in stories and biographies about leaders in the United States and other countries). They discuss what it means to have "character" as a leader: to be honest, caring, unselfish, courageous, and act for the common good, rather than just out of self-interest. From this discussion, they draw up a list of the desired qualities of a good leader.</i></p>	
<p>5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.</p> <p><i>For example, students get practical experience in the concept of democracy by discussing and voting on what the responsibilities of class leaders should be, then voting to elect class leaders for the day or week.</i></p>	<p>For opportunities to address this standard please see:</p> <p>Unit 4: Introduce the Text, Preview Vocabulary, T340 Student Interactive: Vote, T346 Minilesson: Develop Vocabulary T348-T349 Glossary: Student Interactive, Vote, T443</p>

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
<p>6. Explain that an election is a kind of voting in which people select leaders. <i>For example, students connect their discussion of leadership qualities to the idea of elections, listing the qualities they would look for in a candidate for election.</i></p>	<p>For opportunities to address this standard please see: Unit 4: Introduce the Text, Preview Vocabulary, T340 Student Interactive: Vote, T346 Minilesson: Develop Vocabulary T348-T349 Glossary: Student Interactive, Vote, T443</p> <p>Digital Resources: <i>Leveled Readers</i>>Guided Reading Level H>Welcome to America</p>
<p>7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.</p>	<p>For opportunities to address this standard please see: Unit 4: <i>Eleanor Roosevelt</i>, T340-T347</p> <p>Digital Resources: Unit 4>Introduction>Video: People from the Past</p>
<p>Clarification Statement: <i>Students should be able to describe how the President or the Governor gets authority from the people through the election process.</i></p>	
<p>8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include:</p>	
<ul style="list-style-type: none"> • electing leaders who serve fixed terms 	<p>For opportunities to address this standard please see: Unit 4: <i>Eleanor Roosevelt</i>, T340-T347</p>
<ul style="list-style-type: none"> • paying attention to the leader’s actions, and 	<p>For opportunities to address this standard please see: Unit 4: <i>Eleanor Roosevelt</i>, T340-T347</p>
<ul style="list-style-type: none"> • deciding whether or not to re-elect them on the basis of how well they have served citizens. 	<p>For opportunities to address this standard please see: Unit 4: <i>Eleanor Roosevelt</i>, T340-T347</p>
<p>9. Explain that all people born in the United States are citizens, while some people become citizens</p>	<p>Unit 4: Student Interactive: Informational Text, T261</p>

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
after moving to the Unites States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.	Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Welcome to America
10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.	For supporting content please see: Unit 1: Read Aloud: Trash on the Trail, T34-T35 <i>Garden Party: Community Garden</i> , T260-T265 Unit 4: Read Aloud: Giving Away a Fortune (Chuck Feeney), T332-T333 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level G>Good Neighbors
Clarification Statements:	
<ul style="list-style-type: none"> • <i>Students should listen to and read folktales, contemporary fiction, and biographies from the United States and around the world that illustrate the values of civic-mindedness and civic engagement on the part of individuals and groups from diverse backgrounds. They should be able to describe characters' interactions that show citizenship in action. Note that the grade 1 standards for reading in the Massachusetts English Language Arts and Literacy Framework ask students to describe the connection between two individuals, events, ideas, or pieces of information in a text.</i> 	
<ul style="list-style-type: none"> • <i>Students should learn and use academic language to describe the qualities of a good citizens or community members, (e.g., well-informed, honest, reliable, respectful, polite, yet firm in speaking up to defend fairness).</i> 	
Topic 2. Geography: places to explore [1.T2]	
<i>Supporting Question: How can maps help people locate places and learn about them?</i>	
1. Explain that a map represents spaces and helps one identify locations and features.	Unit 1: <i>Making a Map</i> , T336-T341 Cross-Curricular Perspectives: Social Studies, Cartographer, T338
2. Identify and use language for cardinal directions (<i>north, east, south, west</i>) when locating and describing places on a map; use a map to identify	For opportunities to address this standard please see: Unit 1:

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
the location of major cities and capitals (e.g., <i>Boston, Massachusetts, Washington D.C., Mexico City, Mexico</i>) and investigate factors that explain why these locations became important cities.	Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i> , T336-T341kk
Clarification Statement: <i>Students should be exposed to a variety of maps, ranging from local to world, connected to the grade 1 curriculum. These maps should be used for a variety of purposes, such as locating where stories and events in texts or in the news take place, where students in the class have family connections, how to find a route from one place to another, how to know where mountains, valleys, or rivers are.</i>	
3. Explain that a city that is called a <i>capital</i> is the center of government for a state or nation.	For opportunities to address this standard please see: Unit 1: Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i> , T336-T341
4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.	Unit 1: Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i> , T336-T341 Unit 4: Cross-Curricular Perspectives: Social Studies, Georgia O’Keefe, T46 Cross-Curricular Perspectives: Social Studies, Georgia O’Keefe, T50 Cross-Curricular Perspectives: Social Studies, New Mexico, T53 Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 <i>Seasons Around the World</i> , T116-T123
5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.	Unit 1: Small Group: On-Level and Advanced: Inquiry, T258 <i>Garden Party: Community Garden</i> , T260-T265

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

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	<p>Cross-Curricular Perspectives: Social Studies, Community Garden, T262 <i>Click, Clack, Click!</i> (community center), T266-T271 Cross-Curricular Perspectives: Social Studies, Music, T269 Unit 3: Cross-Curricular Perspectives: Social Studies, Moral of Fable, T269 <i>Thumbs Up for Art and Music!</i>, T334-T339 Interact with Sources: Explore the Infographic (Types of Music), T312-T313 Read Aloud: Why Kids Need Chores, T327-T328 Unit 5: <i>Seasons Around the World</i>, T116-T123 Interact with Sources: Explore the Infographic, Seasonal Activities, T166-T167 Read Aloud: Fall is the Best Season, T180-T181 Cross-Curricular Perspectives: Social Studies, Autumn Festivals/Celebrations, T44, T267 Cross-Curricular Perspectives: Social Studies, Winter Festival/Carnevale, T338 Digital Resources: <i>Leveled Readers</i>>Guided Reading Level H>The Holiday Seasons</p>
<p>Topic 3. History: unity and diversity in the United States [1.T3]</p>	
<p><i>Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?</i></p>	
<p>1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and</p>	<p>For supporting content please see: Unit 4: Listening Comprehension: Read Aloud: The First</p>

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).	Thanksgiving, T258-T259 Shared Read: What is the Story of Our Flag?, T267-T271 The First American Flag, T273-T275 Unit 5: Cross-Curricular Perspectives: Social Studies, T44, T267 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Welcome to America Reading Level I>Dadi and Grandma
Clarification Statements:	
<ul style="list-style-type: none"> • <i>Students should learn about each other's families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability.</i> 	
<ul style="list-style-type: none"> • <i>Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.</i> 	
2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs:	
a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty)	Unit 4: Minilessons: Informational Text (Statue of Liberty), T260-T261 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387 Digital Resources: <i>Leveled Readers</i> >Guided Reading Level E>When I Live in the White House
b. words, mottoes, phrases, and sentences associated with the United States (e.g., "U.S." or "America" standing for United States of America, the Latin motto, " <i>E pluribus unum</i> ," on coins, currency, and the seal of the United States, translated as "Out of Many, One," and the "Pledge of Allegiance")	For supporting content please see: Unit 4: Decodable Story: <i>Raise the Flag</i> , T254-T255 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
	Project-Based Inquiry: Integrate your Instruction, Social Studies, T387
c. the melodies and lyrics of patriotic songs (e.g., "America the Beautiful," "My Country, 'Tis of Thee," "God Bless America," and "The Star-Spangled Banner")	For opportunities to address this standard please see: Unit 4: Explore the Poem: What is America? Decodable Story: <i>Raise the Flag</i> , T254-T255 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274
3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).	Unit 3: Formative Assessment: Conference Prompts, Adverbs That Convey Time (use calendar), T300 Unit 4: Develop Structure: Personal Narrative, (Chronology) T234-T234 Unit 5: Student Interactive: Seasons of an Apple Tree, T21; Seasonal Activities, T167 Shared Read: Every Season, T43-T51
<i>Clarification Statement: Note that the grade 1 standards of the Massachusetts Science and Technology/Engineering Framework ask students to analyze data to identify relationships among seasonal patterns of change, including changing times of sunrise and sunset, seasonal temperature changes and rainfall or snowfall patterns, and seasonal changes to the environment.</i>	
Topic 4. Economics: resources and choices (shared with grade 2) [1.T4] Supporting Question: How do the resources of an area affect its industries and jobs?	
Resources	
1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
<i>Clarification Statement: Students should learn that there are connections between geography and economics, and that natural resources can be specific to the geography of a place and can influence its economic activities.</i>	
2. Distinguish a renewable resource from a non-renewable resource.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
3. Explain that people are a resource too, and that	For opportunities to address this standard please

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.	see: Unit 4: Explore the Infographic: Technology in Our Lives, T174-T175 Before the Railroad Came, T197-T133 Close Read: Make Connections, T201
Earning Income	
4. Explain what it means to be employed and define the terms <i>income</i> , <i>wages</i> , and <i>salary</i> .	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Goods and Services
Buying Goods and Services	
5. Give examples of products (goods) that people buy and use.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Goods and Services
6. Give examples of services people do for each other.	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Goods and Services
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).	For opportunities to address this standard please see: Digital Resources: <i>Leveled Readers</i> >Guided Reading Level H>Goods and Services
8. Analyze examples of voluntary choices people	For opportunities to address this standard please

**A Correlation of myView Literacy, Grade 1, ©2020 to the
Massachusetts Curriculum Framework - History and Social Science Framework**

Massachusetts Curriculum Framework 2018 History and Social Science Framework	myView Literacy Grade 1, ©2020
<p>make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p>	<p>see:</p> <p>Digital Resources: <i>Leveled Readers</i>>Guided Reading Level H>Goods and Services</p>
<p>Saving</p>	
<p>9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>