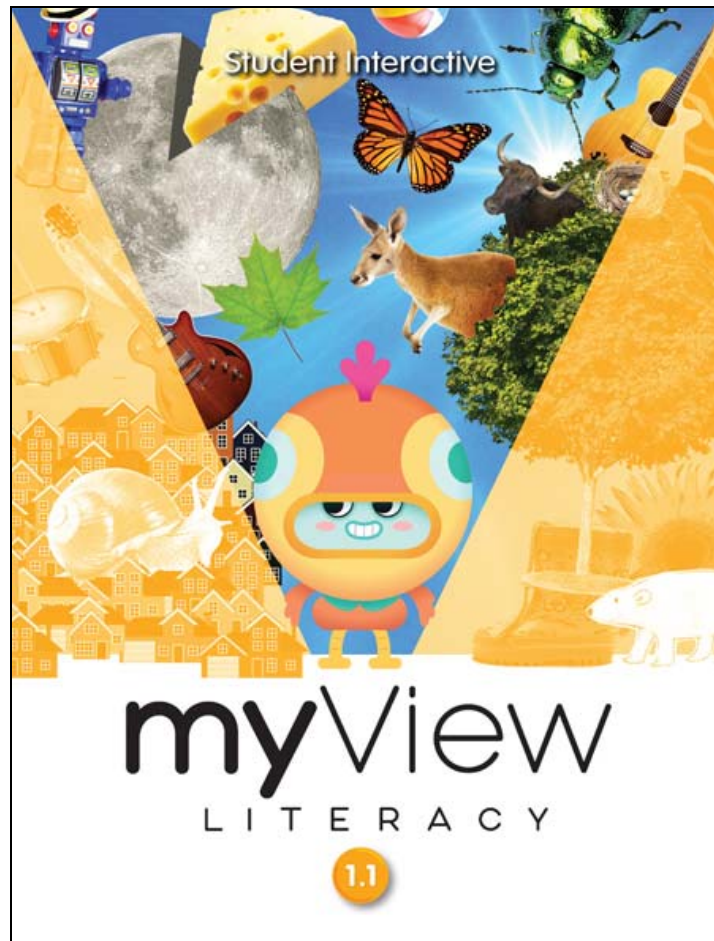


A Correlation of



To the

**Massachusetts
Science and Technology/Engineering
Curriculum Framework
Grade 1**

SAVVAS

A Correlation of myView Literacy, Grade 1, ©2020 to the Massachusetts Science and Technology/Engineering Curriculum Framework

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *Massachusetts Science and Technology/Engineering Curriculum Framework*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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2016 Massachusetts Science and Technology/Engineering Curriculum Framework	myView Literacy Grade 1, ©2020
Grade 1	
Grade 1: Earth and Space Sciences	
ESS1. Earth’s Place in the Universe	
1-ESS1-1. Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.	Unit 5: Selections Read Aloud: “Sunlight and Seasons” T34–T35 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T50 (Length of Days and the Sun)
1-ESS1-2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.	Unit 5: Selections Read Aloud: “Sunlight and Seasons” T34–T35 Read: <i>Every Season</i> T42–T51 Web Site: “Seasons Here and There” T94–T95 Read Aloud: “Weather Balloons” T108–T109 Read: <i>Seasons Around the World</i> T116–T123 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T48 (Wild Animals and Seasonal Change) Cross-Curricular Perspectives: Science, U5: T50 (Length of Days and the Sun) Cross-Curricular Perspectives: Science, U5: T190 (Spring and the Equinox) Digital Resources: <i>Unit 5</i> >Leveled Readers> Hello, Spring! (Informational Text) >Hello, Summer! (Informational Text) >Hello, Fall! (Informational Text) >Hello, Winter! (Informational Text)

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Clarification Statement:	
• Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.	
Grade 1: Life Science	
LS1. From Molecules to Organisms: Structures and Processes	
<p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.</p>	<p>Unit 2: Selections Read: <i>The Life of a Frog</i> T42–T49 Diagram: “Parts of a Plant” T92–T93 Read Aloud: “Growing Food for the Table” T106–T107 Read: <i>The Life Cycle of a Sunflower</i> T114–T121 Time Line: “Changing with the Seasons” T234–T235</p> <p>Digital Resources: Unit 2>Leveled Readers> How Animals Grow (Informational Text) >Let’s Grow a Mango (Realistic Fiction) >Sharks (Informational Text) >The Elephant’s Trunk (Informational Text) >The Mimic Octopus (Informational Text) >Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers >Our Terrarium (Narrative Nonfiction)</p>
Clarification Statement:	
• Descriptions are not expected to include mechanisms such as the process of photosynthesis.	
<p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>	<p>Unit 2: Selections Infographic: “How Big Is the Baby?” T20–T21 Read Aloud: “A Kit Grows Up” T34–T35 Diagram: “Parts of a Plant” T92–T93 Read: <i>The Life Cycle of a Sunflower</i> T114–T121 Infographic: “Baby Animal Names” T164–T165 Read Aloud: “Animal Babies Change” T178–T179 Read: <i>How Do Baby Animals Grow?</i> T186–T191</p> <p>Digital Resources: Unit 3>Leveled Readers> Media in Our World (Informational Text)</p>

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Clarification Statement:	
<ul style="list-style-type: none"> • Examples of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring). 	
LS3. Heredity: Inheritance and Variation of Traits	
1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.	<p>Unit 2: Selections Time Line: “Changing with the Seasons” T234–T235 Read Aloud: “Changing Animals” T248–T249 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T44 (Frogs) Cross-Curricular Perspectives: Science, U2: T189 (Polar Bears) Cross-Curricular Perspectives: Science, U2: T190 (Kangaroos) Cross-Curricular Perspectives: Science, U2: T259 (Brown Bears) Cross-Curricular Perspectives: Science, U2: T261 (Arctic Foxes)</p> <p>Digital Resources: Unit 2>Leveled Readers> How Animals Grow (Informational Text) >Kittens and Cats (Informational Text) >Sharks (Informational Text)</p>
Clarification Statements:	
<ul style="list-style-type: none"> • Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. 	
<ul style="list-style-type: none"> • Inheritance, animals that undergo metamorphosis, or hybrids are not expected. 	
Grade 1: Physical Science	
PS4. Waves and Their Applications in Technologies for Information Transfer	
1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.	Teachers can use these selections to introduce this objective: Unit 3: Selections Infographic: “Creative Expression” T312-T313 (Types of Music)

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Clarification Statements:	
<ul style="list-style-type: none"> • Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. • Examples of how sound can make materials vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork. 	
1-PS4-3. Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.	<p>Teachers can use these selections to introduce this objective:</p> <p>Unit 1: Selections Read: <i>The Blackout</i> T42–T49</p> <p>Digital Resources: Unit 3>Leveled Readers>Shadow Puppets (Realistic Fiction)</p>
Clarification Statements:	
<ul style="list-style-type: none"> • Effects can include some or all light passing through, creation of a shadow, and redirecting light. • Quantitative measures are not expected. 	
1-PS4-4. Use tools and materials to design and build a device that uses light or sound to send a signal over a distance.*	<p>Teachers can use these selections to introduce this objective:</p> <p>Unit 3: Leveled Readers Media in Our World (Informational Text)</p> <p>Unit 4: Selections Infographic: “Technology in Our Lives” T174–T175</p> <p>Digital Resources: Unit 4>Leveled Readers>How Do You Communicate? (Informational Text)</p>

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Clarification Statements:	
<ul style="list-style-type: none"> • Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats. • Technological details for how communication devices work are not expected. 	
[1-PS4-2 from NGSS is not included.]	
Grade 1: Technology/Engineering	
ETS1. Engineering Design	
1.K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.*	<p>Students have opportunities to ask questions, make observations, and changing situations with the following selections:</p> <p>Unit 1: Selections Infographic: “What Is in a Neighborhood?” T92–T93 Read Aloud: “A Neighborhood Walk” T106–T107 Infographic: “Neighborhood Activities” T238-T239 (Plant a Tree)</p> <p>Unit 2: Selections Infographic: “How Big Is the Baby?” T20–T21 Read: <i>How Do Baby Animals Grow?</i> T186–T191</p> <p>Unit 3: Selections Infographic: “New Ideas!” T172–T173</p> <p>Digital Resources: Unit 1>Leveled Readers>Do You Need a Bag? (Realistic Fiction) >Earth Day (Informational Text) >Shapes in My World (Narrative Nonfiction) Unit 2>Leveled Readers>Kittens and Cats (Informational Text) >What Will I Be? (Realistic Fiction) >Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers</p>
1.K-2-ETS1-2. Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.*	<p>Teachers can use these selections to introduce this objective:</p> <p>Unit 4: Selections Infographic: “Technology in Our Lives” T174–T175</p> <p>Digital Resources: Unit 4>Leveled Readers> How Do You Communicate? (Informational Text) > You Are an Inventor (Realistic Fiction) > Ways to Learn (Informational Text)</p>