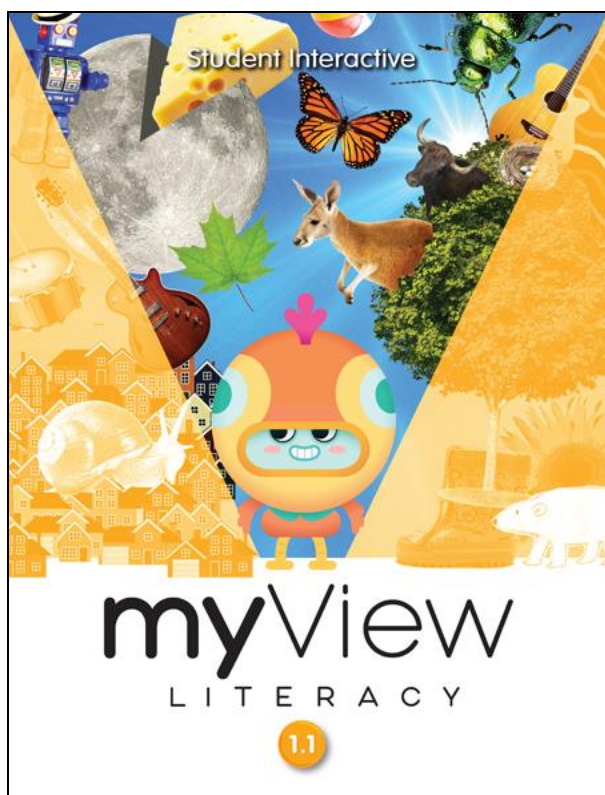


## A Skills and Content Alignment of



**myView Literacy**



**Elevate Science**

## Grade 1

## A Skills and Content Alignment of myView Literacy, Grade 1, ©2020 to Elevate Science, Grade 1

### Introduction

The following document demonstrates how the **Elevate Science, ©2019** program can support and enhance the **myView Literacy, ©2020** program, Grade 1. For each standard, correlation references are to the Student Edition and Teacher Edition.

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

**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.

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

**Table of Contents**

|   |           |
|---|-----------|
| <b>Unit 1 Theme: My Neighborhood.....</b> | <b>4</b>  |
| <b>Unit 2 Theme: I Spy.....</b>           | <b>6</b>  |
| <b>Unit 3 Theme: Imagine That.....</b>    | <b>9</b>  |
| <b>Unit 4 Theme: Making History.....</b>  | <b>10</b> |
| <b>Unit 5 Theme: Beyond My World.....</b> | <b>12</b> |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| myView Literacy<br>Grade 1, ©2020  | Elevate Science<br>Grade 1   |
|--|--|
| <b>Unit 1 Theme: My Neighborhood</b>   |  |
| <b>Week 1</b>  |  |
| Interact with Sources: Explore the Infographic, Neighbor to Neighbor, T20-T21<br>Read Aloud: “Trash on the Trail” T34–T35<br>Realistic Fiction: The Blackout: T43-T49<br>Use Text Evidence, T60-T61<br>Reflect and Share: Talk About It, T66-T67<br>Read Like a Writer, Write for a Reader: First-Person Text, T72-T73   | <b>Topic 6:</b><br>Quest Kickoff: Protect a Habitat, Find the Parents, 186-187, 216<br><br><b>Science Practices:</b><br>Teamwork, EM8<br>Communication, EM9  |
| <b>Week 2</b>  |  |
| Interact with Sources: Explore the Infographic: What Is in a Neighborhood?, T92-T93<br>Read Aloud: “A Neighborhood Walk” T106–T107<br>Realistic Fiction: <i>from Everything Goes</i> : Henry on Wheels, T115-T125<br>Ask and Answer Questions, T136-T137<br>Reflect and Share: Write to Sources; Text Evidence, T142-T143  | <b>Science Practices:</b><br>Questions, 224<br><br><b>Topics 1-6:</b><br>Critical Thinking Skills: Ask Questions, 78, 114, 140, 169<br>Critical Thinking Skills: Use Evidence, 183   |
| <b>Week 3</b>  |  |
| Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169<br>Informational Text: Look Both Ways, T191-T195<br>Find Text Features, T202-T203<br>Use Text Evidence, T206-T207<br>Read Like a Writer, Write for a Reader: Print Features, T218   | <b>Science Practices:</b><br>Analyze and Interpret Data, EM4<br><br><b>Topics 1-6:</b><br>Teach with Visuals, 11, 15, 16, 23, 51, 62, 84, 89, 119, 120, 123, 129, 130, 172, 208, 210, 213  |
| <b>Week 4</b>  |  |
| Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239<br>Read Aloud: “How to Describe Your Neighborhood” T328–T329<br>Realistic Fiction: Garden Party, T261-T265; Click, Clack, Click!, T268-T271<br>Cross-Curricular Perspectives: Social Studies, Community Garden, T262; Musical instruments, T269<br>Reflect and Share: Talk About It, Make Connections, T288-T289<br>Read Like a Writer, Write for a Reader: Word Choice, T294-T295<br>Cross-Curricular Perspectives: Social Studies, U1: T262 (Community Gardens) | <b>Topic 1:</b><br>Visual Literacy Connection: Making Music, 16<br>Quest Check-In Lab: How can instruments talk? 18-19<br><br><b>Topic 5:</b><br>Lesson 1: Plant Parts, 148-152<br>ulnvestigate Lab: What do the parts of a plant look like? 149<br>Lesson 4: Where Plants and Animals Live, 168-173<br>STEM ulnvestigate Lab: What happens to a water plant out of water? 169 |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>  | <b>Elevate Science<br/>Grade 1</b>  |
|--|---|
| <b>Week 5</b>  |   |
| Interact with Sources: Explore the Infographic: Kinds of Neighborhoods T314-T315<br>Procedural Text: Making a Map, T337-T341<br>Cross-Curricular Perspectives: Social Studies, Maps, GPS, T338<br>Find Graphics, T348-T349<br>Correct and Confirm Predictions, T352-T353<br>Reflect and Share: Write to Sources, T358-T359 | <b>Topics 1-6:</b><br>Critical Thinking Skills: Predict, 78, 108, 133, 152, 165, 175<br><br><b>Science Practices:</b><br>Analyze and Interpret Data, EM4  |
| <b>Week 6</b>  |   |
| <b>Project-Based Inquiry: My Neighborhood</b><br>Integrate Your Instruction, T381<br>Compare Across Texts, T362-T363<br>Inquire: Neighborhood Workers, T402- T412  | <b>Topics 1-6:</b><br>Career Connection: Orchestra Conductor, 29; Game Designer, 67; Space Scientist, 103; Meteorologist, 135; Bioengineer, 177; Nature Scientist, 217  |
| <b>Unit 1 ONLINE Leveled Passages</b><br>Workers in the Neighborhood<br>Walking to School<br>All Aboard the Bus  | <b>Topics 1-6:</b><br>Career Connection: Orchestra Conductor, 29; Game Designer, 67; Space Scientist, 103; Meteorologist, 135; Bioengineer, 177; Nature Scientist, 217  |
| <b>Leveled Readers</b><br>A Garden (Informational Text)<br>Earth Day (Informational Text)  | <b>Topic 5:</b><br>Lesson 1: Plant Parts, 148-152<br>uInvestigate Lab: What do the parts of a plant look like? 149<br>Lesson 4: Where Plants and Animals Live, 168-173<br>STEM uInvestigate Lab: What happens to a water plant out of water? 169<br><br><b>Topic 6:</b><br>Quest Kickoff: Protect a Habitat, Find the Parents, 186-187, 216 |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| myView Literacy<br>Grade 1, ©2020  | Elevate Science<br>Grade 1   |
|--|--|
| <b>Unit 2 Theme: I Spy</b>   |  |
| <b>Week 1</b>  |  |
| <p>Interact with Sources: Explore the Infographic, How Big Is the Baby?, T20-T21<br/>           Read Aloud: “A Kit Grows Up” T34–T35<br/>           Informational Text: The Life of a Frog, T43-T49<br/>           Find the Main Idea, T56-T57<br/>           Find Important Details, T60-T61<br/>           Reflect and Share: Talk About It, Share Information and Ideas, T66-T67<br/>           Cross-Curricular Perspectives: Science, U2: T44 (Frogs)<br/>           Cross-Curricular Perspectives: Science, U2: T46 (Tadpoles and Frog Life Cycle)</p>   | <p><b>Topic 5:</b><br/>           Lesson 2: Animal Parts, 154-158<br/>           ulnvestigate Lab: How do whiskers help a cat? 155<br/>           Quest Check-In Lab: Different Shapes, Different Uses, 159</p> <p><b>Topic 6:</b><br/>           Lesson 1: Plant and Animal Life Cycles, 190-193<br/>           ulnvestigate Lab: How do plants grow and change? 191<br/>           Quest Check-In Lab: How are the life cycles alike and different? 194<br/>           Lesson 2: Observe Parents and Young, 196-202</p>  |
| <b>Week 2</b>  |  |
| <p>Interact with Sources: Explore the Diagram, Parts of a Plant, T92-T93<br/>           Read Aloud: “Growing Food for the Table” T106–T107<br/>           Informational Text: The Life Cycle of a Sunflower, T115-T121<br/>           Find Text Structure, T128-T129<br/>           Make Inferences, T132-T133<br/>           Reflect and Share, Write to Sources, T138-T139<br/>           Cross-Curricular Perspectives: Science, U2: T120 (Sunflowers)</p>  | <p><b>Topic 5:</b><br/>           Lesson 1: Plant Parts, 148-152<br/>           ulnvestigate Lab: What do the parts of a plant look like? 149<br/>           Quest Check-In: Root Help Plants Survive, 153<br/>           Lesson 3: People Learn from Plant and Animal Parts, 162-165<br/>           ulnvestigate Lab: What can people learn from an acorn shell? 163</p>  |
| <b>Week 3</b>  |  |
| <p>Interact with Sources: Explore the Infographic, Baby Animal Names, T164-T165<br/>           Read Aloud: “Animal Babies Change” T178–T179<br/>           Informational Text: How Do Baby Animals Grow?, T186-T191<br/>           Ask and Answer Questions, T202-T203<br/>           Reflect and Share: Write to Sources, Use Text Evidence, T208-T209<br/>           Read Like a Writer, Write for a Reader: Description Text Structure, T214-T215<br/>           Cross-Curricular Perspectives: Science, U2: T189 (Polar Bears)<br/>           Cross-Curricular Perspectives: Science, U2: T190 (Kangaroos)</p> | <p><b>Topic 6:</b><br/>           Parents and Offspring, 184<br/>           The Essential Question: How are parents and their young alike and different? 185<br/>           Quest: Protect a Habitat, Find the Parents, 186-187, 216<br/>           Lesson 1: Plant and Animal Life Cycles, 190-193<br/>           ulnvestigate Lab: How do plants grow and change? 191<br/>           Quest Check-In Lab: How are the life cycles alike and different? 194<br/>           Lesson 2: Observe Parents and Young, 196-202<br/>           ulnvestigate Lab: What do young plants look like? 197<br/>           Quest Check-In: Alike and Different? 203</p> |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| myView Literacy<br>Grade 1, ©2020   | Elevate Science<br>Grade 1  |
|---|---|
| <b>Week 4</b>   |   |
| <p>Interact with Sources: Explore the Time Line, Changing with the Seasons, T234-T235<br/>           Read Aloud: “Changing Animals” T248–T249<br/>           Poetry: Poetry Collection: The Long Sleep; Changes, T257-T261<br/>           Create New Understandings, T272-T273<br/>           Reflect and Share: Write to Sources, T278-T279<br/>           Cross-Curricular Perspectives: Science, U2: T259 (Brown Bears)<br/>           Cross-Curricular Perspectives: Science, U2: T261 (Arctic Foxes)</p> | <p><b>Topic 6:</b><br/>           Lesson 2: Observe Parents and Young, 196-202<br/>           uInvestigate Lab: What do young plants look like? 197<br/>           Quest Check-In: Alike and Different? 203<br/>           Lesson 3: Patterns in Animal Behavior, 206-212</p>   |
| <b>Week 5</b>   |   |
| <p>Interact with Sources: Explore the Poem: Growing Older, T304-T305<br/>           Drama: Bigger Shoes for the Big Race, T327-T331<br/>           Make Inferences, T342-T343<br/>           Reflect and Share: Write to Sources, T348-T349<br/>           Cross-Curricular Perspectives: Science, U2: T329 (Research Body Movements)</p>   | <p><b>Topics 1-6:</b><br/>           Critical Thinking: Inferences, 49, 61</p> <p><b>Topic 6:</b><br/>           Lesson 3: Patterns in Animal Behavior, 206-212<br/>           Quest Check-In: Parents Help Young Learn, 214</p>  |
| <b>Week 6</b>   |   |
| <p><b>Project-Based Inquiry: I Spy</b><br/>           Integrate Your Instruction, T371<br/>           Compare Across Texts: I Spy (Explore how living things grow and change), T372–T373<br/>           Inquire: Research Project: Persuasive Writing (Students research and describe their favorite animal in the zoo), T392–T403</p>  | <p><b>Topic 5:</b><br/>           Lesson 2: Animal Parts, 154-158<br/>           uInvestigate Lab: How do whiskers help a cat? 155<br/>           Quest Check-In Lab: Different Shapes, Different Uses, 159</p> <p><b>Topic 6:</b><br/>           Lesson 3: Patterns in Animal Behavior, 206-212<br/>           STEM: uInvestigate Lab: How do nests protect eggs? 207<br/>           Quest Check-In: Parents Help Young Learn, 214</p> |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| myView Literacy<br>Grade 1, ©2020  | Elevate Science<br>Grade 1  |
|--|---|
| <p><b>Unit 2 ONLINE Leveled Passages</b><br/>Animals in Zoos<br/>Schools Need Bird-Watching Clubs<br/>Safari Adventure</p>   | <p><b>Topic 5:</b><br/>Lesson 2: Animal Parts, 154-158<br/>uInvestigate Lab: How do whiskers help a cat?<br/>155<br/>Quest Check-In Lab: Different Shapes, Different<br/>Uses, 159<br/>Lesson 4: Where Plants and Animals Live, 168-<br/>173</p> <p><b>Topic 6:</b><br/>Lesson 1: Plant and Animal Life Cycles, 190-193<br/>Lesson 3: Patterns in Animal Behavior, 206-212<br/>STEM: uInvestigate Lab: How do nests protect<br/>eggs? 207<br/>Quest Check-In: Parents Help Young Learn, 214</p>   |
| <p><b><u>Leveled Readers</u></b><br/>Kittens and Cats (Informational Text)<br/>The Elephant's Trunk (Informational Text)<br/>A Spider's Web (Informational Text)<br/>The Class Pet (Informational Text)<br/>A Walk in the Woods (Narrative Nonfiction)<br/>Let's Grow a Mango (Realistic Fiction)<br/>How Animals Grow (Informational Text)<br/>Our Terrarium (Narrative Nonfiction)<br/>Frog Tales (Realistic Fiction)<br/>A Rainbow of Foods (Informational Text)<br/>Growing Peppers (Informational Text)<br/>Sharks (Informational Text)<br/>The Mimic Octopus (Informational Text)<br/>The Bear (Realistic Fiction)</p> | <p><b>Topic 5:</b><br/>Lesson 1: Plant Parts, 148-152<br/>uInvestigate Lab: What do the parts of a plant<br/>look like? 149<br/>Quest Check-In: Root Help Plants Survive, 153<br/>Lesson 2: Animal Parts, 154-158<br/>uInvestigate Lab: How do whiskers help a cat?<br/>155<br/>Quest Check-In Lab: Different Shapes, Different<br/>Uses, 159<br/>Lesson 4: Where Plants and Animals Live, 168-<br/>173</p> <p><b>Topic 6:</b><br/>Lesson 1: Plant and Animal Life Cycles, 190-193<br/>Lesson 2: Observe Parents and Young, 196-202<br/>Lesson 3: Patterns in Animal Behavior, 206-212<br/>STEM: uInvestigate Lab: How do nests protect<br/>eggs? 207<br/>Quest Check-In: Parents Help Young Learn, 214</p> |



**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| myView Literacy<br>Grade 1, ©2020   | Elevate Science<br>Grade 1   |
|---|--|
| <b>Unit 3 Theme: Imagine That</b>   |  |
| <b>Week 1</b>   |  |
| Interact with Sources: Explore the Web Site: Planning Your Visit to the Zoo, T20-T21<br>Fable: The Ant and the Grasshopper, T43-T51<br>Describe Plot, T58-T59<br>Correct and Confirm Predictions T62-T63<br>Reflect and Share: Write to Sources, T68-T69<br>Cross-Curricular Perspectives: Science, U3: T49 (Ants)  | <b>Topic 5:</b><br>Lesson 2: Animal Parts, 154-158<br>ulnvestigate Lab: How do whiskers help a cat? 155<br>Quest Check-In Lab: Different Shapes, Different Uses, 159<br><br><b>Topic 6:</b><br>Lesson 3: Patterns in Animal Behavior, 206-212<br>STEM: ulnvestigate Lab: How do nests protect eggs? 207<br>Quest Check-In: Parents Help Young Learn, 214 |
| <b>Week 2</b>   |  |
| Interact with Sources: Explore the Infographic, What Is a Tricky Character?, T94-T95<br>Folktale: The Clever Monkey, T117-T129<br>Discuss Author’s Purpose, T136-T137<br>Reflect and Share: Talk About It, Share Information and Ideas, T146-T147<br>Cross-Curricular Perspectives: Science, U3: T118 (Cats)<br>Cross-Curricular Perspectives: Science, U3: T122 (Red Caracals) | <b>Topic 6:</b><br>Lesson 3: Patterns in Animal Behavior, 206-212<br>STEM: ulnvestigate Lab: How do nests protect eggs? 207<br>Quest Check-In: Parents Help Young Learn, 214   |
| <b>Week 3</b>   |  |
| Interact with Sources: Explore the Infographic, New Ideas, T172-T173<br>Poetry: Poetry Collection: Poodle Doodles; The Box; Sandcastle, T195-T199<br>Make Connections, T210-T211<br>Reflect and Share: Talk About It, Share Your Opinion, T216-T217   | <b>Science Practices:</b><br>Arguments from Evidence, EM7<br>Teamwork, EM8<br>Communication, EM9   |
| <b>Week 4</b>   |  |
| Interact with Sources: Explore the Poem, Stories Tell About..., T242-T243<br>Fable: The Cow and the Tiger, T265-T269<br>Describe Main Events and Setting, T276-T277<br>Visualize Details, T280-T281<br>Reflect and Share: Write to Sources, Use Text Evidence, T286-T287  | <b>Topic 6:</b><br>Lesson 3: Patterns in Animal Behavior, 206-212<br>STEM: ulnvestigate Lab: How do nests protect eggs? 207<br>Quest Check-In: Parents Help Young Learn, 214   |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>   | <b>Elevate Science<br/>Grade 1</b>  |
|---|---|
| <b>Week 5</b>   |   |
| Interact with Sources: Explore the Infographic, Creative Expression: Types of Music, T312-T313<br>Persuasive Text: Thumbs Up for Art and Music, T335-T339<br>Identify Persuasive Text, T346-T347<br>Reflect and Share: Talk About It, T356-T357   | <b>Topic 1:</b><br>Lesson 2: Make Sound, 12-17<br>Investigate Lab: How can you see sound? 13<br>Visual Literacy Connection: Making Music, 16<br>Quest Check-In Lab: How can instruments talk? 18-19 |
| <b>Week 6</b>   |   |
| <b>Project-Based Inquiry: Imagine That</b><br>Integrate Your Instruction, T379<br>Compare Across Texts, Imagine That, T380<br>Inquire: Introduce the Project, Write an Opinion about Folktales, T400–T410   | <b>Science Practices:</b><br>Arguments from Evidence, EM7<br>Teamwork, EM8<br>Communication, EM9  |
| <b>Unit 4 Theme: Making History</b>   |   |
| <b>Week 1</b>   |   |
| Interact with Sources: Explore the Time Line: Frida Kahlo: Artist, T20-T21<br>Biography: Through Georgia’s Eyes, T43-T55<br>Describe Connections, T62-T63<br>Ask and Answer Questions, T66-T67<br>Reflect and Share: Talk About It, Retell a Text, T72-T73  | <b>Topics 1-6:</b><br>Critical Thinking Skills: Ask Questions, 78, 114, 140, 169  |
| <b>Week 2</b>   |   |
| Interact with Sources: Explore the Web Site, Martin Luther King, Jr., T98-T99<br>Biography: Jackie Robinson, T121-T131<br>Cross-Curricular Perspectives: Social Studies, Jackie Robinson, T122, T127, T131<br>Use Text Structure, T138-T139<br>Reflect and Share, Write to Sources, Use Text Evidence, T148-T149<br>Read Like a Writer, Write for a Reader: Graphic Features, T154-T155 | <b>Science Practices:</b><br>Arguments from Evidence, EM7<br>Teamwork, EM8<br>Communication, EM9  |
| <b>Week 3</b>   |   |
| Interact with Sources: Explore the Infographic, T174-T175<br>Read Aloud: “From Horse to Car” T188–T189<br>Historical Fiction: Before the Railroad Came, T197-T201<br>Reflect and Share: Talk About It, Opinions, T218-T219  | <b>Topic 2:</b><br>Career Connection: Game Designer, 67<br><br><b>Topic 3:</b><br>Career Connection: Space Scientist, 103   |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>  | <b>Elevate Science<br/>Grade 1</b>  |
|--|---|
| <b>Week 4</b>  |   |
| Interact with Sources: Explore the Poem, What Is America?, T244-T245<br>Informational Text: <i>from</i> What Is the Story of Our Flag?, T267-T271<br>Compare and Contrast Texts, T282-T283<br>Find Important Details, T286-T287<br>Reflect and Share: Write to Sources, T364-T365<br>Read Like a Writer, Write for a Reader: Print Features, T298-T299 | <b>Topics 1-6:</b><br>Critical Thinking Skills: Compare, 7, 47, 117, 133, 146, 167, 196, 198, 201, 215<br>Critical Thinking Skills: Compare and Contrast, 19, 147, 151, 152, 165, 172                           |
| <b>Week 5</b>  |   |
| Interact with Sources: Explore the Infographic, Helpful Heroes, T318-T319<br>Biography: Eleanor Roosevelt, T341-T347<br>Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T342, T345, T347<br>Find the Main Idea, T354-T355<br>Ask and Answer Questions, T358-T359<br>Reflect and Share: Write to Sources, T364-T365                   | <b>Topics 1-6:</b><br>Critical Thinking Skills: Ask Questions, 78, 114, 140, 169<br><br><b>Topic 6:</b><br>Quest: Protect a Habitat, Find the Parents, 186-187, 216   |
| <b>Week 6</b>  |   |
| <b>Project-Based Inquiry: Making History</b><br>Integrate Your Instruction, T387<br>Compare Across Texts, Making History, T388-T389<br>Inquire: Introduce the Project, Interview: Person Important to You, T408-T419   | <b>Science Practices:</b><br>Explanations, EM7<br>Teamwork, EM8<br>Communication, EM9   |
| <b>Unit 4 ONLINE Leveled Passages</b><br>Technology Over Time  | <b>Topic 2:</b><br>Career Connection: Game Designer, 67<br><br><b>Topic 3:</b><br>Career Connection: Space Scientist, 103   |
| <b>Leveled Readers</b><br>How Do You Communicate? (Informational Text)   | <b>Topic 1:</b><br>STEM Quest Kickoff: Sending Sound Messages, 2-3, 28<br><br><b>Topic 2:</b><br>Quest Kickoff: Help Send a Message, 38-39, 66<br>STEM Quest Check-In Lab: How can you send secret messages? 64 |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>  | <b>Elevate Science<br/>Grade 1</b>  |
|--|---|
| <b>Unit 5 Theme: Beyond My World</b>   |   |
| <b>Week 1</b>  |   |
| <p>Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21<br/>           Read Aloud: "Sunlight and Seasons" T34–T35<br/>           Informational Text: Every Season, T43-T51<br/>           Cross-Curricular Perspectives: Social Studies, May Day, T44, Social Studies/Science, Short Winter Days, T50<br/>           Reflect and Share: Talk About It, Share Information and Ideas, T68-T69<br/>           Cross-Curricular Perspectives: Science, U5: T48 (Wild Animals and Seasonal Change)<br/>           Cross-Curricular Perspectives: Science, U5: T50 (Length of Days and the Sun)</p> | <p><b>Topic 4:</b><br/>           Weather and Seasons, 110<br/>           The Essential Question: What can you tell about weather and seasons? 111<br/>           Quest Kickoff: Plan a Trip! 112-113, 134<br/>           Lesson 1: Types of Weather, 116-121<br/>           STEM uInvestigate Lab: Which way is the wind blowing? 117<br/>           Quest Check-In: Hot and Cold, 122<br/>           Extreme Science: Winter Storm Jonas, 123<br/>           STEM uEngineer It! Design a Cooler, 124<br/>           Lesson 2: Weather Changes and Seasons, 126-131<br/>           uInvestigate Lab: How can you make it rain? 127<br/>           Quest Check-In Lab: How does the season affect the amount of daylight? 132<br/>           Career Connection: Meteorologist, 135</p>                      |
| <b>Week 2</b>  |   |
| <p>Interact with Sources: Explore the Web Site, Seasons Here and There, T94-T95<br/>           Read Aloud: "Weather Balloons" T108–T109<br/>           Informational Text: Seasons Around the World, T117-T123<br/>           Use Text Features, T130-T131<br/>           Correct and Confirm Predictions, T134-T135<br/>           Reflect and Share: Write to Sources, Opinions, T140-T141<br/>           Cross-Curricular Perspectives: Science, U5: T118 (Equator)</p>   | <p><b>Topic 4:</b><br/>           The Essential Question: What can you tell about weather and seasons? 111<br/>           Quest Kickoff: Plan a Trip! 112-113, 134<br/>           Lesson 1: Types of Weather, 116-121<br/>           STEM uInvestigate Lab: Which way is the wind blowing? 117<br/>           Extreme Science: Winter Storm Jonas, 123<br/>           STEM uEngineer It! Design a Cooler, 124<br/>           Lesson 2: Weather Changes and Seasons, 126-131<br/>           uInvestigate Lab: How can you make it rain? 127<br/>           Quest Check-In Lab: How does the season affect the amount of daylight? 132<br/>           Career Connection: Meteorologist, 135<br/>           Performance-Based Assessment: uDemonstrate Lab: How does the weather change in a week? 140-141</p> |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>  | <b>Elevate Science<br/>Grade 1</b>   |
|--|--|
| <b>Week 3</b>  |  |
| <p>Interact with Sources: Explore the Infographic, Seasonal Activities, T166-T167<br/>           Read Aloud: “Fall Is the Best Season” T180–T181<br/>           Persuasive Text: In Spring, T188-T193<br/>           Correct and Confirm Predictions, T204-T205<br/>           Reflect and Share: Write to Sources, Use Text Evidence, T210-T211<br/>           Read Like a Writer, Write for a Reader: Word Choice, T216-T217<br/>           Cross-Curricular Perspectives: Science, U5: T190 (Spring and the Equinox)</p>  | <p><b>Topic 4:</b><br/>           The Essential Question: What can you tell about weather and seasons? 111<br/>           Quest Kickoff: Plan a Trip! 112-113, 134<br/>           Lesson 1: Types of Weather, 116-121<br/>           Lesson 2: Weather Changes and Seasons, 126-131<br/>           Quest Check-In Lab: How does the season affect the amount of daylight? 132</p>  |
| <b>Week 4</b>  |  |
| <p>Interact with Sources: Explore the Poem, Season to Season, T236-T237<br/>           Read Aloud: “Winter Food” T250–T251<br/>           Fiction: My Autumn Book, T259-T267<br/>           Cross-Curricular Perspectives: Social Studies, Autumn Festivals, T267<br/>           Find Important Details, T278-T279<br/>           Reflect and Share: Talk About It, Retell Text, T284-T285<br/>           Cross-Curricular Perspectives: Science, U5: T260 (Spiders)<br/>           Cross-Curricular Perspectives: Science, U5: T262 (Insects)<br/>           Cross-Curricular Perspectives: Science, U5: T265 (Evergreens)<br/>           Cross-Curricular Perspectives: Science, U5: T267 (Autumn)</p> | <p><b>Topic 4:</b><br/>           Weather and Seasons, 110<br/>           The Essential Question: What can you tell about weather and seasons? 111<br/>           Quest Kickoff: Plan a Trip! 112-113, 134<br/>           Lesson 1: Types of Weather, 116-121<br/>           STEM ulnvestigate Lab: Which way is the wind blowing? 117<br/>           Quest Check-In: Hot and Cold, 122<br/>           Extreme Science: Winter Storm Jonas, 123<br/>           STEM uEngineer It! Design a Cooler, 124<br/>           Lesson 2: Weather Changes and Seasons, 126-131<br/>           ulnvestigate Lab: How can you make it rain? 127<br/>           Quest Check-In Lab: How does the season affect the amount of daylight? 132<br/>           Career Connection: Meteorologist, 135</p> |
| <b>Week 5</b>  |  |
| <p>Interact with Sources: Explore the Infographic: Animals in Winter, T310-T311<br/>           Read Aloud: “What Animals Do in the Winter” T324–T325<br/>           Informational Text: Signs of Winter, T333-T339<br/>           Cross-Curricular Perspectives: Social Studies, Winter Festivals, T338<br/>           Use Pictures and Text, T346-T347<br/>           Make Inferences, T350-T351<br/>           Reflect and Share: Talk About It, Opinion, T356-T357<br/>           Read Like a Writer, Write for a Reader: Graphics, T362-T363<br/>           Cross-Curricular Perspectives: Science, U5: T334 (Seasons)</p>   | <p><b>Topic 4:</b><br/>           Weather and Seasons, 110<br/>           The Essential Question: What can you tell about weather and seasons? 111<br/>           Quest Kickoff: Plan a Trip! 112-113, 134</p> <p><b>Topic 5:</b><br/>           Quest Check-In Lab: How do snowshoe hares stay safe? 174-175</p> <p><b>Topic 6:</b><br/>           Lesson 3: Patterns in Animal Behavior, 206-212</p>   |

**A Skills and Content Alignment of myView Literacy, Grade 1, ©2020  
to Elevate Science, Grade 1**

| <b>myView Literacy<br/>Grade 1, ©2020</b>  | <b>Elevate Science<br/>Grade 1</b>  |
|--|---|
| <b>Week 6</b>  |   |
| <b>Project-Based Inquiry: Beyond My World</b><br>Integrate Your Instruction, T379<br>Compare Across Texts, Beyond My World, T380-T381<br>Inquire: Introduce the Project, Write and Perform Play, T400-T411   | <b>Topic 4:</b><br>The Essential Question: What can you tell about weather and seasons? 111<br>Quest Kickoff: Plan a Trip! 112-113<br>uConnect Lab: What is it like outside today? 114<br>Lesson 2: Weather Changes and Seasons, 126-131  |
| <b>Unit 5 ONLINE Leveled Passages</b><br>Summer and Winter Sports<br>Happy in Hawaii<br>Shine On, Sunshine!  | <b>Topic 4:</b><br>The Essential Question: What can you tell about weather and seasons? 111<br>Quest Kickoff: Plan a Trip! 112-113<br>uConnect Lab: What is it like outside today? 114<br>Quest Check-In: Hot and Cold, 122<br>Extreme Science: Winter Storm Jonas, 123<br>Career Connection: Meteorologist, 135  |
| <b>Leveled Readers</b><br>Hello, Spring! (Informational Text)<br>Hello, Summer! (Informational Text)<br>Hello, Fall! (Informational Text)<br>Hello, Winter! (Informational Text)<br>Water Adventure (Informational Text)<br>Animals on the Move (Informational Text)<br>Soil (Informational Text)<br>The Holiday Seasons (Informational Text)<br>Harvest Time! (Informational Text)<br>Wild Weather (Informational Text)<br>My Favorite Season (Realistic Fiction)<br>Hibernation (Informational Text) | <b>Topic 4:</b><br>Weather and Seasons, 110<br>The Essential Question: What can you tell about weather and seasons? 111<br>Quest Kickoff: Plan a Trip! 112-113, 134<br>Lesson 1: Types of Weather, 116-121<br>STEM uInvestigate Lab: Which way is the wind blowing? 117<br>Quest Check-In: Hot and Cold, 122<br>Extreme Science: Winter Storm Jonas, 123<br>STEM uEngineer It! Design a Cooler, 124<br>Lesson 2: Weather Changes and Seasons, 126-131<br>uInvestigate Lab: How can you make it rain? 127<br>Quest Check-In Lab: How does the season affect the amount of daylight? 132<br>Career Connection: Meteorologist, 135 |