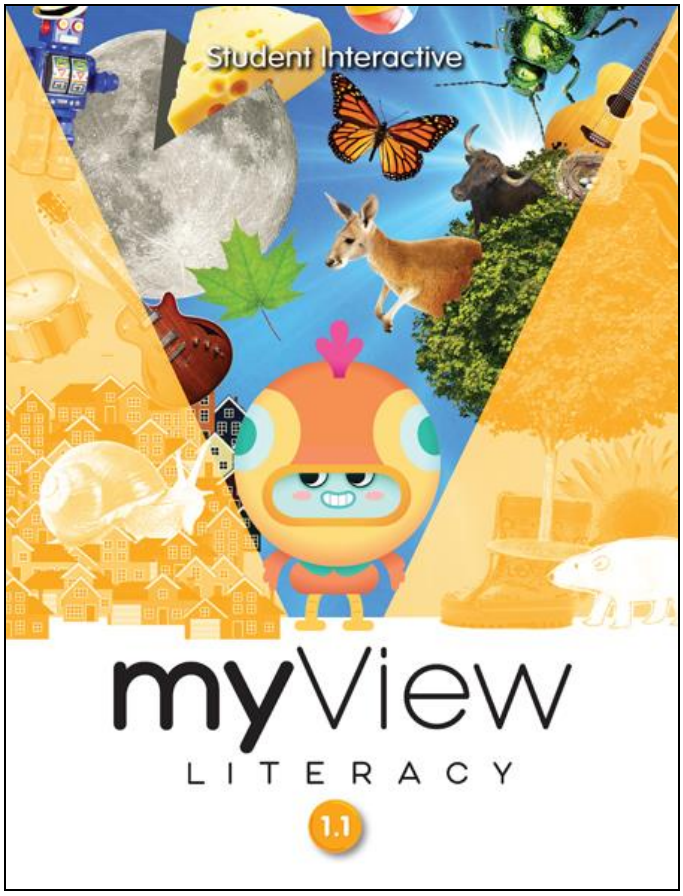
A Correlation of



Grade 1, ©2020

To the

Next Generation Science Standards (NGSS)
Grade 1

SAVVAS

A Correlation of myView Literacy, Grade 1, ©2020
to the Next Generation Science Standards, Grade 1

Introduction

This document demonstrates how ***myView Literacy,* ©2020** supports the ***Next Generation Science Standards*** . 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.

Table of Contents

Next Generation Science Standards	myView Literacy Grade 1, ©2020
1 - Next Generation Science Standards Criteria, Grade 1 (PE) Performance Expectation	
(1-PS4) Waves: Light and Sound	
(1-PS4-1) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Teachers can introduce this objective with the following: **Unit 3:** **Selections** Infographic: "Creative Expression" T312-T313 (Types of Music)
(1-PS4-2) Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	Teachers can introduce this objective with the following: **Unit 1:** **Selections** Read: *The Blackout,* T42–T49 **Unit 3:** **Leveled Readers** Shadow Puppets (Realistic Fiction)
(1-PS4-3) Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	Students can explore shadows and light with the following: **Unit 3:** **Leveled Readers** Shadow Puppets (Realistic Fiction)
(1-PS4-4) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	Students explore this concept with the following: **Unit 4:** **Leveled Readers** How Do You Communicate? (Informational Text)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-LS1) Structure, Function, and Information Processing	
(1-LS1-1) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Students explore this concept with the following: **Unit 2:** **Selections** Read Aloud: "Growing Food for the Table" T106–T107 **Unit 3:** **Leveled Readers** Cool Buildings (Informational Text) – animals build nests and homes Let's Build a Fort (Realistic Fiction) – animals build nests and homes **Unit 4:** **Leveled Readers** You Are an Inventor (Realistic Fiction)
(1-LS1-2) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	**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: *The Life Cycle of a Sunflower,* T114–T121 Infographic: "Baby Animal Names" T164–T165 Read Aloud: "Animal Babies Change" T178–T179 Read: *How Do Baby Animals Grow?* T186–T191 **Unit 3:** **Leveled Readers** Media in Our World (Informational Text)
(1-LS3-1) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**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: *The Life Cycle of a Sunflower,* T114–T121 Infographic: "Baby Animal Names" T164–T165 Read Aloud: "Animal Babies Change" T178–T179 Read: *How Do Baby Animals Grow?* T186–T191 **Activities and Supplemental Material** Compare Across Texts: I Spy (Explore how living things grow and change), T372–T373

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-ESS1) Space Systems: Patterns and Cycles	
(1-ESS1-1) Use observations of the sun, moon, and stars to describe patterns that can be predicted.	**Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)
(1-ESS1-2) Make observations at different times of year to relate the amount of daylight to the time of year.	**Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Seasons Around the World* T116–T123 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)
(K-2-ETS1) Engineering Design	
(K-2-ETS1-1) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Students have opportunities to ask questions with the following selections: **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) **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Shapes in My World (Narrative Nonfiction) Earth Day (Informational Text) **Unit 2:** **Selections** Infographic: "How Big Is the Baby?" T20–T21 Read: *How Do Baby Animals Grow?* T186–T191 **Leveled Readers** Kittens and Cats (Informational Text) Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers What Will I Be? (Realistic Fiction) **Unit 3:** **Selections** Infographic: "New Ideas!" T172–T173

Next Generation Science Standards	**myView Literacy Grade 1, ©2020**
(K-2-ETS1-2) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**Unit 1:** **Leveled Readers** Shapes in My World (Narrative Nonfiction)
(K-2-ETS1-3) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Teachers can introduce this objective with the following: **Unit 3:** **Selections** Infographic: "New Ideas!" T172–T173 **Unit 4:** **Leveled Readers** Ways to Learn (Informational Text) You Are an Inventor (Realistic Fiction)
Next Generation Science Standards Criteria	**Grade 1 (DCI) Disciplinary Core Idea**
(1-PS4-A) Wave Properties	
(1-PS4-A-1) Sound can make matter vibrate, and vibrating matter can make sound.	Teachers can introduce this objective with the following: **Unit 3:** **Selections** Infographic: "Creative Expression" T312-T313 (Types of Music) **Leveled Readers** Just Dance (Procedural- How-to)
(1-PS4-B) Electromagnetic Radiation	
(1-PS4-B-1) Objects can be seen if light is available to illuminate them or if they give off their own light.	Teachers can discuss light with the following: **Unit 1:** **Selections** Read: *The Blackout,* T42–T49 **Unit 3:** **Leveled Readers** Shadow Puppets (Realistic Fiction)
(1-PS4-B-2) Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)	Teachers can discuss light with the following: **Unit 1:** **Selections** Read: *The Blackout,* T42–T49 **Unit 3:** **Leveled Readers** Shadow Puppets (Realistic Fiction)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-PS4-C) Information Technologies and Instrumentation	
(1-PS4-C-1) People also use a variety of devices to communicate (send and receive information) over long distances.	Students explore this concept with the following: **Unit 4:** **Leveled Readers** How Do You Communicate? (Informational Text)
(1-LS1-A) Structure and Function	
(1-LS1-A-1) All organisms have external parts. Different animals use their body parts 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. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.	**Unit 2:** **Selections** Read: *The Life of a Frog,* T42–T49 Diagram: "Parts of a Plant" T92–T93 Read Aloud: "Growing Food for the Table" T106–T107 Read: *The Life Cycle of a Sunflower,* T114–T121 Time Line: "Changing with the Seasons" T234–T235 **Leveled Readers** Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers The Elephant's Trunk (Informational Text) Sharks (Informational Text) The Mimic Octopus (Informational Text) Let's Grow a Mango (Realistic Fiction) How Animals Grow (Informational Text) Our Terrarium (Narrative Nonfiction)
(1-LS1-B) Growth and Development of Organisms	
(1-LS1-B-1) Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	**Unit 2:** **Selections** Infographic: "How Big Is the Baby?" T20–T21 Read Aloud: "A Kit Grows Up" T34–T35 Read: *The Life of a Frog,* T42–T49 Read: *The Life Cycle of a Sunflower,* T114–T121 Infographic: "Baby Animal Names" T164–T165 Read Aloud: "Animal Babies Change" T178–T179 Read: *How Do Baby Animals Grow?* T186–T191 Read Aloud: "Changing Animals" T248–T249 **Leveled Readers** Kittens and Cats (Informational Text) Everything Changes (Realistic Fiction) People grow and plants grow How Animals Grow (Informational Text)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-LS1-D) Information Processing	
(1-LS1-D-1) Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.	**Unit 2:** **Selections** Diagram: "Parts of a Plant" T92–T93 Read Aloud: "Changing Animals" T248–T249 **Leveled Readers** The Elephant's Trunk (Informational Text) A Spider's Web (Informational Text) Sharks (Informational Text) The Mimic Octopus (Informational Text) How Animals Grow (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T44 (Frogs) Cross-Curricular Perspectives: Science, T120 (Sunflowers) Cross-Curricular Perspectives: Science, T189 (Polar Bears) Cross-Curricular Perspectives: Science, T190 (Kangaroos) Cross-Curricular Perspectives: Science, T259 (Brown Bears) Cross-Curricular Perspectives: Science, T261 (Arctic Foxes)
(1-LS3-A) Inheritance of Traits	
(1-LS3-A-1) Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.	**Unit 2:** **Selections** Infographic: "How Big Is the Baby?" T20–T21 Read Aloud: "A Kit Grows Up" T34–T35 Read: *The Life of a Frog,* T42–T49 Read: *The Life Cycle of a Sunflower,* T114–T121 Infographic: "Baby Animal Names" T164–T165 Read Aloud: "Animal Babies Change" T178–T179 Read: *How Do Baby Animals Grow?* T186–T191 **Leveled Readers** Kittens and Cats (Informational Text) How Animals Grow (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T46 (Tadpoles and Frog Life Cycle)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-LS3-B) Variation of Traits	
(1-LS3-B-1) Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	**Unit 2:** **Selections** Time Line: "Changing with the Seasons" T234–T235 Read Aloud: "Changing Animals" T248–T249 **Leveled Readers** Kittens and Cats (Informational Text) Sharks (Informational Text) How Animals Grow (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T44 (Frogs) Cross-Curricular Perspectives: Science, T189 (Polar Bears) Cross-Curricular Perspectives: Science, T190 (Kangaroos) Cross-Curricular Perspectives: Science, T259 (Brown Bears) Cross-Curricular Perspectives: Science, T261 (Arctic Foxes)
(1-ESS1-A) The Universe and its Stars	
(1-ESS1-A-1) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.	**Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(1-ESS1-B) Earth and the Solar System	
(1-ESS1-B-1) Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	**Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Every Season,* T42–T51 Web Site: "Seasons Here and There" T94–T95 Read Aloud: "Weather Balloons" T108–T109 Read: *Seasons Around the World,* T116–T123 **Leveled Readers** Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T48 (Wild Animals and Seasonal Change) Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun) Cross-Curricular Perspectives: Science, T190 (Spring and the Equinox)
(K-5-ETS1-A) Defining and Delimiting Engineering Problems	
(K-5-ETS1-A-1) A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.	Teachers can introduce this objective with the following: **Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 Infographic: "What Is in a Neighborhood?" T92–T93 Read Aloud: "A Neighborhood Walk" T106–T107 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Treasure Hunting (Informational Text)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-ETS1-A-2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary)	**Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 Infographic: "What Is in a Neighborhood?" T92–T93 Read Aloud: "A Neighborhood Walk" T106–T107 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Earth Day (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, T262 (Community Gardens)
(K-2-ETS1-A-3) Before beginning to design a solution, it is important to clearly understand the problem.	**Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 Infographic: "What Is in a Neighborhood?" T92–T93 Read Aloud: "A Neighborhood Walk" T106–T107 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Earth Day (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Social Studies, T262 (Community Gardens)
(K-5-ETS1-B) Developing Possible Solutions	
(K-5-ETS1-B-1) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	Teachers can introduce this objective with the following: **Unit 1:** **Selections** Infographic: "Kinds of Neighborhoods" T314–T315 Read Aloud: "How to Describe Your Neighborhood" T328–T329 Read *Look Both Ways,* T190-T195 (crossing guards and signs, safety) **Unit 3:** **Leveled Readers** Cool Buildings (Informational Text)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-ETS1-C) Optimizing the Design Solution	
(K-2-ETS1-C-2) Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	Teachers can introduce this objective with the following: **Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Earth Day (Informational Text)
(SEP) Science and Engineering Practices	
(K-2-SEP-1) Asking Questions and Defining Problems	
(K-2-SEP-1.a) Ask questions based on observations to find more information about the natural and/or designed world(s).	**Unit 2:** **Selections** Diagram: "Parts of a Plant" T92–T93 Read Aloud: "Growing Food for the Table" T106–T107 Read: *The Life Cycle of a Sunflower,* T114–T121 Read Aloud: "Animal Babies Change" T178–T179 Read: *How Do Baby Animals Grow?* T186–T191 Time Line: "Changing with the Seasons" T234–T235 Read Aloud: "Changing Animals" T248–T249 **Unit 4:** **Selections** Infographic: "Technology in Our Lives" T174–T175 Read Aloud: "From Horse to Car" T188–T189 **Unit 5:** **Selections** Read Aloud: "Weather Balloons" T108–T109 Infographic: "Animals in Winter" T310–T311 Read Aloud: "What Animals Do in the Winter" T324–T325 Read: *Signs of Winter,* T332–T339 **Leveled Readers** Wild Weather (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-SEP-1.c) Define a simple problem that can be solved through the development of a new or improved object or tool.	Teachers can introduce this objective with the following: **Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) Earth Day (Informational Text)
(K-2-SEP-2) Developing and Using Models	
(K-2-SEP-2.d) Develop a simple model based on evidence to represent a proposed object or tool.	Teachers can introduce this objective with the following: **Unit 5:** **Selections** Infographic: "Animals in Winter" T310–T311 Read Aloud: "What Animals Do in the Winter" T324–T325 **Leveled Readers** Hibernation (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T48 (Wild Animals and Seasonal Change)
(K-2-SEP-3) Planning and Carrying Out Investigations	
(K-2-SEP-3.b) Plan and conduct investigations collaboratively to produce evidence to answer a question.	**Unit 2:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T329 (Research Body Movements) **Unit 3:** **Selections** Infographic: "New Ideas!" T172–T173 **Unit 4:** **Leveled Readers** You Are an Inventor (Realistic Fiction)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-SEP-3.d) Make observations (firsthand or from media) to collect data that can be used to make comparisons.	Teachers can introduce this objective with the following: **Unit 5:** **Selections** Infographic: "Animals in Winter" T310–T311 Read Aloud: "What Animals Do in the Winter" T324–T325 **Leveled Readers** Hibernation (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T48 (Wild Animals and Seasonal Change)
(K-2-SEP-4) Analyzing and Interpreting Data	
(K-2-SEP-4.c) Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	**Unit 1:** **Leveled Readers** Shapes in My World (Narrative Nonfiction) **Unit 2:** **Selections** Read: *The Life Cycle of a Sunflower,* T114–T121 **Leveled Readers** Everything Changes (Realistic Fiction) People grow and plants grow **Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Every Season* T42–T51 Web Site: "Seasons Here and There" T94–T95 Read Aloud: "Weather Balloons" T108–T109 Read: *Seasons Around the World,* T116–T123 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-SEP-4.e) Analyze data from tests of an object or tool to determine if it works as intended.	Teachers can introduce this objective with the following: **Unit 4:** **Selections** Infographic: "Technology in Our Lives" T174–T175 Read Aloud: "From Horse to Car" T188–T189 **Leveled Readers** How Do You Communicate? (Informational Text) Ways to Learn (Informational Text) Bones (Narrative Nonfiction). Dinosaur on cover You Are an Inventor (Realistic Fiction) Making Maple Syrup (Realistic Fiction)
(K-2-SEP-6) Constructing Explanations and Designing Solutions	
(K-2-SEP-6.a) Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	Teachers can introduce this objective with the following: **Unit 5:** **Selections** Infographic: "Animals in Winter" T310–T311 Read Aloud: "What Animals Do in the Winter" T324–T325 **Leveled Readers** Hibernation (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T48 (Wild Animals and Seasonal Change)
(K-2-SEP-6.b) Use materials to design a device that solves a specific problem or a solution to a specific problem.	Teachers can use these selections to introduce this objective: **Unit 4:** **Selections** Infographic: "Technology in Our Lives" T174–T175 **Leveled Readers** You Are an Inventor (Realistic Fiction) How Do You Communicate? (Informational Text) Ways to Learn (Informational Text)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-SEP-8) Obtaining, Evaluating, and Communicating Information	
(K-2-SEP-8.a) Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.	**Unit 1:** **Leveled Readers** Shapes in My World (Narrative Nonfiction) **Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Every Season,* T42–T51 Web Site: "Seasons Here and There" T94–T95 Read: *Seasons Around the World,* T116–T123
(CCC) Cross Cutting Concepts	
(K-2-CCC-1) Patterns	
(K-2-CCC-1.a) Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	**Unit 1:** **Leveled Readers** Shapes in My World (Narrative Nonfiction)
(K-2-CCC-2) Cause and Effect	
(K-2-CCC-2.b) Simple tests can be designed to gather evidence to support or refute student ideas about causes.	**Unit 1:** **Selections** Read Aloud: "Trash on the Trail" T34–T35 **Leveled Readers** Shapes in My World (Narrative Nonfiction) **Unit 2:** **Leveled Readers** Where Will We Go? (Narrative Nonfiction). People build stuff or pollute – where do animals go then – how can I help? **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T329 (Research Body Movements) **Unit 4:** **Leveled Readers** Ways to Learn (Informational Text) You Are an Inventor (Realistic Fiction)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-2-CCC-6) Structure and Function	
(K-2-CCC-6.a) The shape and stability of structures of natural and designed objects are related to their function(s).	**Unit 1:** **Selections** Read Aloud: "A Neighborhood Walk" T106–T107 Read: *Henry on Wheels,* T114–T125 **Unit 3:** **Leveled Readers** Cool Buildings (Informational Text) Let's Build a Fort (Realistic Fiction)
(K-5-NoS-1) Connections to Nature of Science	
(K-5-NoS-1.a) Scientists use different ways to study the world.	**Unit 5:** **Selections** Read Aloud: "Weather Balloons" T108–T109 Infographic: "Animals in Winter" T310–T311 Read Aloud: "What Animals Do in the Winter" T324–T325 Read: *Signs of Winter,* T332–T339 **Leveled Readers** Wild Weather (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)
(K-5-NoS-1.b) Science investigations begin with a question.	**Unit 1:** **Selections** Infographic: "What Is in a Neighborhood?" T92–T93 **Leveled Readers** Do You Need a Bag? (Realistic Fiction) **Unit 2:** **Selections** Infographic: "How Big Is the Baby?" T20–T21 Read: *How Do Baby Animals Grow?* T186–T191 **Leveled Readers** Who Am I? (Realistic Fiction) – guessing animals by their skin or feathers Where Will We Go? (Narrative Nonfiction). **Unit 4:** **Selections** **Leveled Readers** You Are an Inventor (Realistic Fiction)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-5-NoS-2.a) Scientists look for patterns and order when making observations about the world.	**Unit 1:** **Leveled Readers** Shapes in My World (Narrative Nonfiction) **Unit 2:** **Selections** Read: *The Life Cycle of a Sunflower,* T114–T121 **Leveled Readers** Everything Changes (Realistic Fiction) People grow and plants grow **Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Every Season,* T42–T51 Web Site: "Seasons Here and There" T94–T95 Read Aloud: "Weather Balloons" T108–T109 Read: *Seasons Around the World,* T116–T123 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun)
(K-5-NoS-6.a) Science assumes natural events happen today as they happened in the past.	Students can comprehend this objective as they study the seasons. **Unit 5:** **Selections** Web Site: "Seasons Here and There" T94–T95 Read: *Seasons Around the World,* T116–T123 Infographic: "Seasonal Activities" T166–T167 **Leveled Readers** Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T334 (Seasons)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-5-NoS-6.b) Many events are repeated.	**Unit 5:** **Selections** Read Aloud: "Sunlight and Seasons" T34–T35 Read: *Every Season,* T42–T51 Web Site: "Seasons Here and There" T94–T95 Read Aloud: "Weather Balloons" T108–T109 Read: *Seasons Around the World,* T116–T123 Read: *Signs of Winter,* T332–T339 **Leveled Readers** Animals on the Move (Informational Text) Hibernation (Informational Text) **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, T50 (Length of Days and the Sun) Cross-Curricular Perspectives: Science, T190 (Spring and the Equinox) Cross-Curricular Perspectives: Science, T334 (Seasons)
(STSE) Cross Cutting Concepts/Connections to Engineering, Technology, and Applications of Science	
(K-5-STSE-2) Influence of Engineering, Technology, and Science, on Society and the Natural World	
(K-5-STSE-2.a) People depend on various technologies in their lives; human life would be very different without technology.	**Unit 1:** **Selections** Read: *The Blackout,* T42–T49 Read *Look Both Ways,* T190-T195 (crossing guards, signals, and signs, safety) **Unit 3:** **Leveled Readers** Media in Our World (Informational Text) **Unit 4:** **Selections** Infographic: "Technology in Our Lives" T174–T175 Read Aloud: "From Horse to Car" T188–T189 **Leveled Readers** How Do You Communicate? (Informational Text) You Are an Inventor (Realistic Fiction) Making Maple Syrup (Realistic Fiction)

Next Generation Science Standards	myView Literacy Grade 1, ©2020
(K-5-STSE-2.b) Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.	**Unit 1:** **Leveled Readers** Homes (Narrative Nonfiction) Erin's Neighborhood (Realistic Fiction) **Unit 4:** **Leveled Readers** You Are an Inventor (Realistic Fiction) Making Maple Syrup (Realistic Fiction)