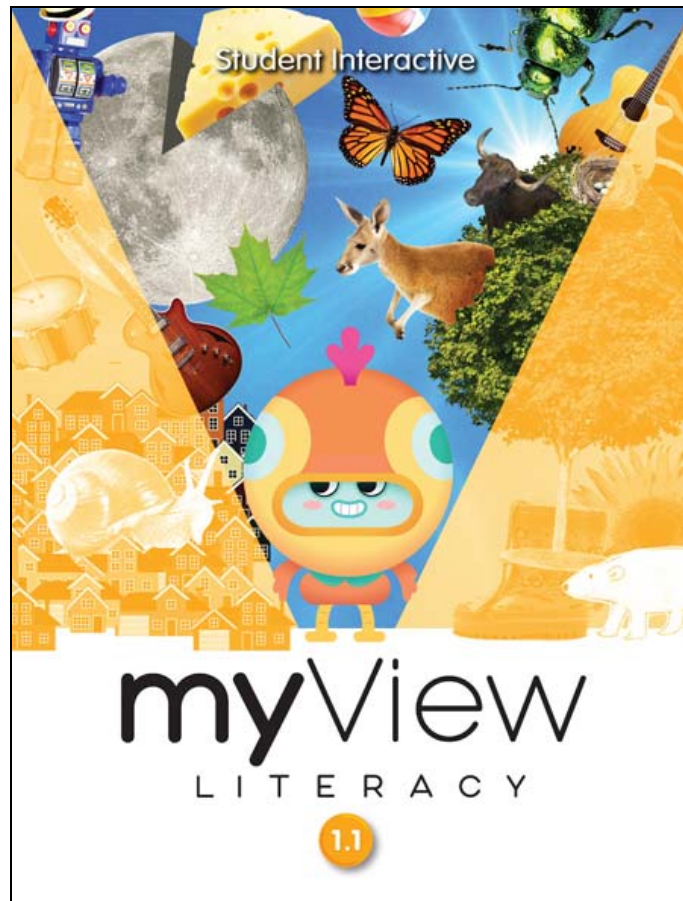


## A Correlation of



**Grade 1, ©2020**

**To the  
New York State  
Next Generation English Language Arts  
Learning Standards  
Grade 1**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 1, ©2020 to the New York State Next Generation English Language Arts Learning Standards**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **New York State Next Generation English Language Arts Learning 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.

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New York State Next Generation English Language Arts Learning Standards	myView Literacy Grade 1 ©2020
<b>1st Grade English Language Arts Learning Standards</b>	
<b>1st Grade Reading Standards (Literary and Informational Text)</b>	
<b>Key Ideas and Details</b>	
<p>1R1: Develop and answer questions about key ideas and details in a text. (RI&amp;RL)</p> <p>(Continued)</p>	<p>This standard is taught throughout the myView program. See representative citations:</p> <p><b>Unit 1:</b>            Teacher-Led Options, Strategy Group: ELL Targeted Support, T68            Guided Reading Instruction Prompts: Ask and Answer Questions, T111            Introduce the Text: Preview Vocabulary/Read, T114            Close Read: Ask and Answer Questions, T121            Ask and Answer Questions, T136-T137            Teacher-Led Options, Strategy Group: Ask and Answer Questions, T140            Teacher-Led Options, Intervention Activity: Ask and Answer Questions, T140            Teacher-Led Options, Conferring: Ask and Answer Questions, T141            Teacher-Led Options, Leveled Readers: Ask and Answer Questions, T141            Inquire, Differentiated Support: Intervention/Extend, T403</p> <p><b>Unit 2:</b>            First Read: Ask, T120            Guided Reading Instruction Prompts: Ask and Answer Questions, T183            Close Read: Ask and Answer Questions, T191            Ask and Answer Questions, T202-T203            Teacher-Led Options, Strategy Group: Ask and Answer Questions, T206            Teacher-Led Options, Intervention Activity: Ask and Answer Questions, T206            Teacher-Led Options, Conferring: Ask and Answer Questions, T207            Teacher-Led Options, Leveled Readers: Ask and Answer Questions, T207            Reflect and Share: Write to Sources Minilesson, T208            Reflect and Share: Talk About It! Minilesson, T278</p> <p>(Continued)</p> <p><b>Unit 3:</b></p>

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	<p>Close Read: Ask, T50, T122, T128 Respond and Analyze: My View, T52 Teacher-Led Options, Intervention Activity: Ask and Answer Questions and Make Connections, T144 Listening Comprehension: Read Aloud, T186-187 Introduce the Text: Preview Vocabulary/Read, T195 First Read: Ask, T198, T266, T338</p> <p><b>Unit 4:</b> Close Read: Ask and Answer Questions, T49, T345, T347 First Read: Ask, T50, T52, T124, T198, T270, T344 First Read: Ask and Answer Questions, T55 Ask and Answer Questions, T66-T67, T358-T359 Teacher-Led Options, Strategy Group: Ask and Answer Questions, T70, T362 Teacher-Led Options, Intervention Activity: Ask and Answer Questions, T70, T362 Teacher-Led Options, Conferring: Ask and Answer Questions, T71, T363 Teacher-Led Options, Leveled Readers: Ask and Answer Questions, T71, T363 Introduce the Text: Read, T196 Respond and Analyze: My View, T348</p> <p><b>Unit 5:</b> Introduce the Text: Read, T42 First Read: Ask, T48, T192, T266, T336 Interact with Sources: Explore the Web Site, T94 Listening Comprehension: ELL Targeted Support/Respond to Questions, T109 Interact with Sources: Explore the Infographic, T166</p>
1R2: Identify a main topic or idea in a text and retell important details. (RI&RL)	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T212-T213 Visualize Details About Characters, T282-283 Teacher-Led Options, Strategy Group: Visualize</p>

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(Continued)	<p>Details, T286            Teacher-Led Options, Conferring: Visualize Details, T287            Teacher-Led Options, Leveled Readers: Visualize Details, T287            Explore and Plan, Introduce Informational Text: Critical Literacy/Challenge the Text, T404  <b>Unit 2:</b>            Guided Reading Instruction Prompts: Identify Main Idea, T38            Close Read: Identify Main Idea, T45            Close Read: Find Important Details, T49            Respond and Analyze: My View, T50            Find the Main Idea, T56-T57            Teacher-Led Options, Strategy Group: Identify Main Idea, T58            Teacher-Led Options, Intervention Activity: Identify Main Ideas and Key Details, T58            Teacher-Led Options, Conferring: Identify Main Idea, T59            Teacher-Led Options, Leveled Readers: Identify Main Idea, T59            Find Important Details, T60-T61            Teacher-Led Options, Strategy Group: Find Important Details, T64            Teacher-Led Options, Intervention Activity: Identify Main Ideas and Key Details, T64            Teacher-Led Options, Conferring: Find Important Details, T65            Teacher-Led Options, Leveled Readers: Find Important Details, T65            Informational Books: Main Idea and Details, T83`</p> <p>(Continued)  <b>Unit 3:</b>            Visualize Details, T280-T281            Reflect and Share: Talk About It, T356-T357            Teacher-Led Options, Strategy Group: Compare Texts, T358</p>

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	<p>Teacher-Led Options, Conferring: Compare Texts, T359</p> <p>Teacher-Led Options, Leveled Readers: Compare Texts, T359</p> <p><b>Unit 4:</b></p> <p>Reflect and Share: Talk About It, T72-T73</p> <p>Informational Text, T260-T261</p> <p>Guided Reading Instruction Prompts: Find Important Details, T263</p> <p>Introduce the Texts: Read, T266</p> <p>Close Read: Find Important Details, T271, T275</p> <p>First Read: Read, T274</p> <p>Find Important Details, T286-T287</p> <p>Guided Reading Instruction Prompts: Find the Main Idea, T336</p> <p><b>Unit 4 Continued:</b></p> <p>Find the Main Idea, T354-355</p> <p><b>Unit 5:</b></p> <p>Close Read: Find Important Details, T263, T265, T267</p> <p>Important Details, T278-T279</p>
<p>1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&amp;RL)</p>	<p><b>Unit 1:</b></p> <p>Listening Comprehension: ELL Targeted Support/Describe Characters, T35</p> <p>Spotlight on Genre: Realistic Fiction, T36-T37</p> <p>Guided Reading Instruction Prompts: Describe a Character, T38</p> <p>Introduce the Text, T42-T43</p>

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(Continued)	<p>Close Read: Describe a Character, T47            First Read: Ask, T48            Describe Characters, T56-T57            Teacher-Led Options: Strategy Group: Describe Characters, T58            Teacher-Led Options: Conferring: Describe Characters, T59            Teacher-Led Options: Leveled Readers: Describe Characters, T59            Use Text Evidence, T60-T61            Teacher-Led Options: Strategy Group: Use Text Evidence, T64            Teacher-Led Options: Conferring: Use Text Evidence, T65            Teacher-Led Options: Leveled Readers: Use Text Evidence, T65            Guided Reading Prompts: Identify Realistic Fiction, T110            Teacher-Led Options: Strategy Group: Identify Realistic Fiction, T112            Teacher-Led Options: Conferring: Identify Realistic Fiction, T113            Teacher-Led Options: Leveled Readers: Identify Realistic Fiction, T113            Close Read: Describe the Setting, T119, T123            Teacher-Led Options: Whole Group, T131            Spotlight on Genre: Realistic Fiction, T254-T255            Close Read: Describe Characters, T265, T269, T271            Describe Characters, T278-T279, T281            Teacher-Led Options: Strategy Group: Describe Characters, T280            Teacher-Led Options: Intervention Activity: Analyze Characters, T280            Teacher-Led Options: Conferring: Describe Characters' Experiences, T281            Visualize Details About Characters, T282-T283            (Continued)  <b>Unit 3:</b>            Close Read: Describe Plot, T49, T51            Describe Plot, T58-T59            Teacher-Led Options: Strategy Group: Describe Plot, T60            Teacher-Led Options: Conferring: Describe Plot, T61            Teacher-Led Options: Leveled Readers: Describe</p>



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	<p>Plot, T61</p> <p><b>Unit 4:</b>            Guided Reading Instruction Prompts: Identify Historical Fiction, T192            Teacher-Led Options, Strategy Group: Identify Historical Fiction, T194            Teacher-Led Options, Conferring: Identify Historical Fiction, T195            Teacher-Led Options, Leveled Readers: Identify Historical Fiction, T195</p> <p><b>Unit 5:</b>            Teacher-Led Options: Strategy Group: Identify Fiction, T256            Teacher-Led Options: Conferring: Identify Fiction, T257            Teacher-Led Options: Leveled Readers: Identify Fiction, T257</p>
<b>Craft and Structure</b>	
<p>1R4: Identify specific words that express feelings and senses. (RI&amp;RL)</p>	<p><b>Unit 1:</b>            Read Like a Writer, Write for a Reader: Word Choice, T148-T149</p> <p><b>Unit 2:</b>            Possible Teaching Point: Read Like a Writer/Word Choice, T260            Read Like a Writer, Write for a Reader: Word Choice, T284-T285</p> <p><b>Unit 3:</b></p>

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	<p>The Five Senses, T162 Explore Imagery, T163 <b>Unit 5:</b> Interact with Sources: Explore the Poem, T236-T237 Possible Teaching Point: Read Like a Writer/Word Choice, T261 Respond and Analyze: Develop Vocabulary, T268 Read Like a Writer, Write for a Reader: ELL Access/Visualize, T290 Read Like a Writer, Write for a Reader: Word Choice, T290</p>
<p>1R5: Identify a variety of genres and explain differences between literary texts and informational texts. (RI&amp;RL)</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Spotlight on Genre: Realistic Fiction, T36-T37, T108-T109, T254-T255 Informational Text, T184-T185 Procedural Text, T330-T331 Explore and Plan: Introduce Informational Text, T404-T405 <b>Unit 2:</b> Spotlight on Genre: Informational Text: T36-T37, T108-T109, T180-T181 Listening Comprehension: Wrap-Up, T249 Guided Reading Prompts: Identify Poetry, T252 Teacher-Led Options, Strategy Group: Compare Texts, T280 Teacher-Led Options, Conferring: Compare Texts, T281 Teacher-Led Options, Leveled Readers: Compare Texts, T281 Teacher-Led Options: Whole Group, T281 Drama, T320-T321 (Continued) <b>Unit 3:</b> Spotlight on Genre: Fable, T36-T37, T258-T259 Poetry, T84 Spotlight on Genre: Folktale, T110-T111 <b>Unit 4:</b> Spotlight on Genre: Biography, T36-T37, T114-T115, T334-T335 Historical Fiction, T190-T191 Informational Text, T260-T261 <b>Unit 5:</b> Spotlight on Genre: Informational Text, T36-T37</p>



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(Continued)	<p>Graphics, T350 Teacher-Led Options: Conferring: Find Graphics, T351 Teacher-Led Options: Leveled Readers: Find Graphics, T351 Teacher-Led Options: Whole Group, T351</p> <p><b>Unit 2:</b> Interact with Sources: Explore the Infographic, T20-T21 Interact with Sources: Explore the Diagram, T92-T93</p> <p><b>Unit 2 Continued:</b> Inquire, Differentiated Support: Intervention/Extend, T393</p> <p><b>Unit 3:</b> with Sources: Explore the Infographic, T172</p> <p><b>Unit 4:</b> Respond and Analyze, T56-T57 Informational Text: Minilesson, T260 Informational Text: ELL Targeted Support/Visual Support, T260 Interact with Sources: Explore the Infographic, T318-T319 First Read: Look, T346</p> <p>(Continued)</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographic, T20 Respond and Analyze: My View, T52, T340 Interact with Sources: Explore the Web Site, T94 Close Read: Use Graphics, T123 Close Read: Use Pictures and Text, T335, T337 Pictures and Text, T346-T347 Teacher-Led Options: Strategy Group: Use Pictures and Text, T348 Teacher-Led Options: Intervention Activity: Understand Illustrations in a Text, T348 Teacher-Led Options: Conferring: Use Pictures and Text, T349 Teacher-Led Options: Leveled Readers: Use Pictures and Text, T349</p>

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	Teacher-Led Options: Whole Group, T349 Read Like a Writer, Write for a Reader: Graphics, T362
1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	<p><b>Unit 2:</b> Explore and Plan: Introduce Persuasive Writing, T394-T395</p> <p><b>Unit 3:</b> Persuasive Text, T328-T329 Introduce the Text: Read, T334 First Read: Look, T336 Identify Persuasive Text, T346-T347</p> <p><b>Unit 5:</b> Listening Comprehension, T180-T181 Persuasive Text, T182-T183 Guided Reading Instruction Prompts: Identify Persuasive Text, T184 Teacher-Led Options, Strategy Group: Identify Persuasive Text, T186 Teacher-Led Options, Conferring: Identify Persuasive Text, T187 Teacher-Led Options: Whole Group, T187 Close Read: Identify Persuasive Text, T191, T193 Respond and Analyze: My View, T194 Identify Persuasive Text, T200-T201 Teacher-Led Options, Strategy Group: Identify Persuasive Text, T202</p>
1R9: Make connections between self and text (texts and other people/ world). (RI&RL)	<p><b>Unit 1:</b> Respond and Analyze: My View, T50, T126, T196, T272, T342</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50, T122, T192, T262</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T52, T130, T200, T270, T340</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T56, T132, T202, T276, T348</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T52, T124, T194, T268, T340</p>
<b>1st Grade Reading Standards: Foundational Skills Print Concepts</b>	
1RF1: Demonstrate understanding of the organization and basic features of print.	

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<p>1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Unit 2:</b> Language &amp; Conventions: Declarative Sentences Lessons 2-5, T148-T149 Language &amp; Conventions: Interrogative Sentences Lessons 2-5, T218-T219 Language &amp; Conventions: Exclamatory Sentences Lessons 2-5, T288-T289 Language &amp; Conventions: Imperative Sentences Lessons 2-5, T358-T359 Edit for Capitalization, T364</p> <p><b>Unit 4:</b> Capitalization, T308 Explore Punctuation Marks, T309 Apply Punctuation Marks, T310</p> <p><b>Unit 5:</b> Explore Punctuation Marks, T303 Apply Punctuation Marks, T304</p>
<p><b>Phonological Awareness</b></p>	
<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p>	<p><b>Unit 1:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T32, T104, T250, T326</p> <p><b>Unit 2:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T22 Teacher-Led Options, Strategy Group: Initial Consonant Blends, T52 Word Work Phonics: Spiral Review: Initial Consonant Blends and Xx /ks/ Minilesson, T104 Word Work Phonological Awareness: Segment and Blend Phonemes, T166, T390</p> <p><b>Unit 3:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T22, T26, T178, T248, T382</p> <p><b>Unit 4:</b> Word Work Phonological Awareness: Segment</p>

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	and Blend Phonemes, T22, T100, T104, T246, T390 <b>Unit 5:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T26, T100, T106, T168, T172, T242, T312, T398
1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	<b>Unit 1:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T32, T104, T250, T326 <b>Unit 2:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T22, T166, T390 <b>Unit 3:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T22, T26, T178, T248, T382, T390 <b>Unit 4:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T22, T100, T104, T390 <b>Unit 5:</b> Word Work Phonological Awareness: Segment and Blend Phonemes, T26, T100, T106, T168, T172, T242, T312, T382, T398
1RF2c: Manipulate individual sounds (phonemes) in single –syll ble spoken words.	<b>Unit 1:</b> Word Work Phonological Awareness: Medial /a/, T22 Word Work Phonological Awareness: Medial /i/, T94 Word Work Phonological Awareness: Medial /o/, T170 Word Work Phonological Awareness: Medial /e/, T240 Word Work Phonological Awareness: Medial /u/, T316 Word Work Phonological Awareness: Initial and Final Sounds, T392 <b>Unit 2:</b> Word Work Phonological Awareness: Remove Phonemes, T104 Word Work Phonological Awareness: Medial Sounds, T310 <b>Unit 3:</b> Word Work Phonological Awareness: Remove Phonemes, T96 Word Work Phonological Awareness: Medial /ū/,

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	<p>T100</p> <p><b>Unit 4:</b> Word Work Phonological Awareness: Initial and Final Sounds, T324 Word Work Phonological Awareness: Middle and Final Sounds, T398</p> <p><b>Unit 5:</b> Word Work Phonological Awareness: Middle-Final Sounds, T22</p>
<b>Phonics and Word Recognition</b>	
1RF3: Know and apply phonics and word analysis skills in decoding words.	
1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).	<p><b>Unit 2:</b> Word Work Phonics: Decode and Write Words with Consonant Digraphs <i>sh</i> and <i>th</i> Minilesson, T236 ELL Targeted Support: Consonant Digraphs, T237 Word Work Phonics: Decode and Write Words with Consonant Digraphs <i>sh</i> and <i>th</i> Minilesson, T238 Teacher-Led Options, Word Work Strategy Group Consonant Digraphs, <i>sh, th</i>, T264 Spelling: Spell Words with Consonant Digraphs <i>sh, th</i>, Lessons 1-3, 5, T286-T287 Word Work: Phonics: Spiral Review Consonant Digraphs <i>sh, th</i>; Inflectional Ending <i>-ing</i> Minilesson, T316 Spelling: Spell Words with Consonant Digraphs <i>sh, th</i>, Lesson 4, T357</p> <p><b>Unit 3:</b> Word Work Phonics: Decode Words with Consonant Digraphs and Trigraphs Minilesson, T22</p>



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	<p>ELL Targeted Support: Consonant Digraphs and Trigraphs, T23</p> <p>Word Work Phonics: Decode and Write Words with Digraphs and Trigraphs Minilesson, T24</p> <p>Teacher-Led Options, Word Work Strategy Group: Digraphs <i>wh, ch, ph</i> TRIGRAPH <i>tch</i>, T54</p> <p>Word Work Phonics: Spiral Review Consonant Digraphs and Trigraphs; Contractions Minilesson, T106</p>
<p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 2:</b></p> <p>Word Work Phonics: Decode Words with Long <i>a</i> Sound Spelled <i>Vce</i>, T306-T307</p> <p>Word Work Phonics: Decode and Write Words with Long <i>a</i> Spelled <i>Vce</i>, T308</p> <p>Word Work Phonics: Decode Words with /<i>ô</i>/ Spelled <i>a, al, and aw</i>, T310</p> <p>Teacher-Led Options, Word Work Strategy Group: /<i>ā</i>/ Spelled <i>Vce</i>, T334</p> <p>Teacher-Led Options, Word Work Strategy Group: /<i>ô</i>/ Spelled <i>a, al, aw</i>, T344</p> <p>Word Work Phonics: Phonics: Decode Words with Long <i>i</i> Spelled <i>Vce</i>, T374</p> <p>Word Work Phonics: Decode and Write Words with Long <i>i</i> Spelled <i>Vce</i>, T378</p> <p>Teacher-Led Options, Word Work Strategy Group: /<i>i</i>/ Spelled <i>Vce</i>, T380</p> <p><b>Unit 3:</b></p> <p>Word Work Phonics: Spiral Review Long <i>i</i> Spelled <i>VCe</i>; Consonants <i>c/s/, g/j/</i>, T32</p> <p>Word Work Phonics: Decode Words with Long <i>o</i> Spelled <i>VCe</i>, T96</p> <p>Word Work Phonics: Decode and Write Words</p>

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	<p>with Long o Spelled VCe, T98            Word Work Phonological Awareness: Medial /ū/, T100            Word Work Phonics: Decode Words with Long u and e Spelled VCe, T100            Word Work Phonics: Decode and Write Words with Long u and e Spelled VCe, T102            Teacher-Led Options, Word Work Strategy Group: /ū/ AND /ē/ Spelled VCe, T142            Word Work Phonics: Decode Words with Long e Spelled e, ee, T174            Word Work Phonics: Decode and Write Words with Long e Spelled e, ee, T176            Word Work Phonics: Spiral Review Long o, Long u, and Long e Spelled VCe, T184            Word Work Phonological Awareness: Final /ī/ and /ē/, T244</p>
<p>1RF3c: Decode regularly spelled one-syllable words.</p>	<p>This standard is met throughout the program. See the following representative citations:  <b>Unit 1:</b>            Word Work Phonics: Decode Short a, T22, T24  <b>Unit 3:</b>            Word Work Phonics: Decode Words with Consonant Digraphs and Trigraphs, T22            Word Work Phonics: Decode and Write Words with Digraphs and Trigraphs, T24            Teacher-Led Options, Word Work Strategy Group: Digraphs <i>wh, ch, ph</i> Trigraph <i>tch</i>, T54            Word Work Phonics: Decode Words with Long o Spelled VCe, T96            Word Work Phonics: Decode and Write Words with Long o Spelled VCe, T98            Word Work Phonics: Decode Words with Long u and e Spelled VCe, T100            Word Work Phonics: Decode and Write Words with Long u and e Spelled VCe, T102            Teacher-Led Options, Word Work Strategy Group: /ō/ Spelled VCe Sound-Spelling Card, T132            Word Work Phonics: Decode Words with Long e Spelled e, ee, T174            Word Work Phonics: Decode and Write Words with Long e Spelled e, ee, T176            Word Work Phonics: Spiral Review Long o, Long u,</p>

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(Continued)	<p>and Long e Spelled VCe, T184            Word Work Phonics: Decode Words with Vowel Sounds of y, T244            Word Work Phonics: Decode and Write Words with Vowel Sounds of y, T246            Word Work Phonics: Spiral Review Consonant Patterns <i>ng, nk</i>; Syllable Pattern CV, T398</p> <p>(Continued)</p> <p><b>Unit 4:</b>            Word Work Phonics: Decode and Write Words with Vowel Digraphs <i>ai, ay</i>, T252            Teacher-Led Options, Word Work Strategy Group: Vowel Digraphs <i>ai, ay</i>, T288            Word Work Phonics: Decode Words with Vowel Digraphs <i>ea</i>, T324            Word Work Phonics: Decode and Write Words with Vowel Digraph <i>ea</i>, T326            Word Work Phonics: Decode Words with Vowel Team <i>ie</i>, T398            Word Work Phonics: Decode and Write Words with Vowel Team <i>ie</i>, T400            Teacher-Led Options, Word Work Strategy Group: Vowel Digraph <i>ie</i>, T404</p> <p><b>Unit 5:</b>            Word Work Phonics: Decode Words with Long o Spelled <i>oa, ow, oe</i>, T22            Word Work Phonics: Decode and Write Words with Long o Spelled <i>oa, ow, oe</i>, T24            Word Work Phonics: Spiral Review Adding Endings; Vowel Digraph <i>ie</i>, T32            Teacher-Led Options, Word Work Strategy Group: LONG o Spelled <i>oa, ow, oe</i>, T54            Word Work Phonics: Spiral Review Long o Spelled <i>oa, ow, oe</i>; Three-Letter Consonant Blends, T106            Word Work Phonics: Decode Words with Vowel</p>

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	<p>Teams <i>ue, ew, ui</i>, T168            Word Work Phonics: Decode and Write Words with Vowel Teams <i>ue, ew, ui</i>, T170            Teacher-Led Options, Word Work Strategy Group: Vowel Teams <i>ue, ew, ui</i>, T196            Word Work Phonics: Decode Words with Long <i>i</i>, Long <i>o</i>, T238            Word Work Phonics: Decode and Write Words with Long <i>i</i>, Long <i>o</i>, T240            Teacher-Led Options, Word Work Strategy Group: LONG <i>i</i>, LONG <i>o</i>, T270</p>
<p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p>	<p><b>Unit 5:</b>            Word Work Phonics: Decode Words with Open and Closed Syllables, T312            ELL Targeted Support: Distinguishing Sounds, T313            Word Work Phonics: Decode and Write Words with Open and Closed Syllables, T314            Teacher-Led Options, Word Work Strategy Group: Open and Closed Syllables, T342</p>
<p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><b>Unit 5:</b>            Word Work Phonics: Decode Words with Open and Closed Syllables, T312            ELL Targeted Support: Distinguishing Sounds, T313            Word Work Phonics: Decode and Write Words with Open and Closed Syllables, T314            Decodable Reader, T343            Word Work Phonics: Decode Words with Final Syllable <i>-le</i>, T390            Word Work Phonics: Decode and Write Words with Final Syllable <i>-le</i>, T392            Teacher-Led Options, Decodable Reader, T397</p>
<p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).</p>	<p><b>Unit 2:</b>            Word Work Phonics: Decode Words with Inflectional Ending <i>-s</i>, T170            Word Work Phonics: Decode and Write Words with Inflectional Ending <i>-ing</i>, T242            Teacher-Led Options, Word Work Strategy Group:</p>

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(Continued)	<p>Inflectional Ending <i>-ing</i>, T274</p> <p><b>Unit 3:</b></p> <p>Word Work Phonics: Decode Words with Inflectional Ending <i>-ed</i>, T178</p> <p>Word Work Phonics: Decode and Write Words with Inflectional Ending <i>-ed</i>, T180</p> <p>Teacher-Led Options, Word Work Strategy Group: Inflectional Ending <i>-ed</i>, T212</p> <p>Word Work Phonics: Spiral Review Long <i>e</i> Spelled <i>e, ee</i>; Inflectional Ending <i>-ed</i>, T254</p> <p>(Continued)</p> <p><b>Unit 4:</b></p> <p>Word Work Phonics: Decode Words with Inflectional Ending <i>-es</i>, Plural <i>-es</i>, T26</p> <p>Word Work Phonics: Decode and Write Words with Inflectional Ending <i>-es</i>, Plural <i>-es</i>, T28</p> <p>Word Work Phonics: Decode Words with Endings <i>-ed, -ing</i>, T104</p> <p>Word Work Phonics: Decode and Write Words with Endings <i>-ed, -ing</i>, T106</p> <p>Teacher-Led Options, Word Work Strategy Group: Ending <i>-ed, -ing</i>, T144</p> <p>Word Work Phonics: Decode Words with Comparative Endings, T176</p> <p>Word Work Phonics: Decode and Write Words with Comparative Endings, T178</p> <p>Word Work Phonics: Word Parts, T296</p> <p>Word Work Phonics: Decode Words with Endings, T390</p> <p>Word Work Phonics: Decode and Write Words with Endings, T394</p> <p><b>Unit 5:</b></p> <p>Word Work Phonics: Decode and Write Words with Suffixes <i>-er, -or</i>, T102</p> <p>Teacher-Led Options, Word Work Strategy Group: Suffixes <i>-er, -or</i>, T136</p> <p>Word Work Phonics: Spiral Review Long <i>i</i> Spelled <i>igh</i>; Suffixes <i>-er, -or</i>, T178</p> <p>Word Work Phonics: Decode and Write Words with Suffixes <i>-ly, -ful</i>, T244</p> <p>Teacher-Led options, Word Work Strategy Group:</p>

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	Suffixes <i>-ly, -ful</i> , T280
1RF3g: Read most common high-frequency words by sight.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Word Work: High Frequency Words, T23, T25, T27, T33, T95, T97, T99, T105, T171, T173, T175, T243, T245, T385, T389, T393</p> <p><b>Unit 2:</b> Word Work: High Frequency Words, T23, T25, T27, T33, T95, T97, T99, T105, T171, T237, T239, T241, T383, T391</p> <p><b>Unit 3:</b> Word Work: High Frequency Words, T23, T25, T27, T33, T95, T97, T99,, T175, T177, T179, T245, T247, T249, T387, T391</p> <p><b>Unit 4:</b> Word Work: High Frequency Words, T23, T25, T27, T33, T101, T103, T105, T247, T249, T251, T321, T323, T325</p> <p><b>Unit 5:</b> Word Work: High Frequency Words, T23, T25, T27, T169, T171, T173, T239, T241, T243, T315, T317, T319</p>
<b>Fluency</b>	
1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.	
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>Unit 1:</b> Teacher-Led Options, Fluency: Prosody/Rate/Oral Reading Rate and Accuracy,T54, T134, T280, T350</p> <p><b>Unit 1 Continued:</b> Listening Comprehension: Fluency T106, T252 Spotlight on Genre, Realistic Fiction: Be a Fluent</p>

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(Continued)	<p>Reader, T109 Close Read: Fluency, T125 <b>Unit 2:</b> Listening Comprehension: Fluency, T34, T178, T248 Teacher-Led Options, Fluency: Rate/Oral Reading Rate and Accuracy, T130 Celebrate, T367</p> <p>(Continued) <b>Unit 3:</b> Listening Comprehension: Fluency, T108, T256 Spotlight on Genre, Fable: Be a Fluent Reader, T259 Close Read: Fluency, T269 Teacher-Led Options, Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T278, T284 <b>Unit 4:</b> Teacher-Led Options, Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T60 Listening Comprehension: Fluency, T112, T188, T332 Close Read: Fluency, T131 Teacher-Led Options, Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T206 <b>Unit 5:</b> Teacher-Led Options, Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T56 Listening Comprehension: Fluency, T108, T324 Close Read: Fluency, T339</p>
1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>This standard is met throughout the program. See the following representative citations: <b>Unit 1:</b> Close Read: Vocabulary in Context, T117, T195, T341 Possible Teaching Point: Academic Vocabulary/Context Clues, T194 Academic Vocabulary: Context Clues, T216-T217 Teacher-Led Options, Strategy Group: Develop Vocabulary, T346 Teacher-Led Options, Conferring: Develop Vocabulary, T347</p>

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(Continued)	<p>Teacher-Led Options, Leveled Readers: Develop Vocabulary, T347</p> <p>(Continued)</p> <p><b>Unit 2:</b>            Close Read: Vocabulary in Context/Find Important Details, T47            Close Read: Vocabulary in Context, T121, T189            Academic Vocabulary: Context Clues, T212            Respond and Analyze: Develop Vocabulary, T262            Teacher-Led Options, Strategy Group: Develop Vocabulary, T266            Teacher-Led Options, Conferring: Develop Vocabulary, T267            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T267</p> <p><b>Unit 3:</b>            Close Read: Vocabulary in Context, T123            Possible Teaching Point: Academic Vocabulary/Context Clues, T197            Academic Vocabulary: Context Clues, T220            Respond and Analyze: Develop Vocabulary, T270            Teacher-Led Options, Strategy Group: Develop Vocabulary, T274 T344            Teacher-Led Options, Conferring: Develop Vocabulary, T275, T345            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T275, T345</p> <p><b>Unit 4:</b>            Close Read: Vocabulary in Context, T45, T127, T271, T345            Academic Vocabulary: Context Clues, T222            Introduce the Text: ELL Access/Context Clues, T340</p> <p><b>Unit 5:</b>            Close Read: Vocabulary in Context, T51, T263, T337            Academic Vocabulary: Context Clues, T214</p>



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<b>1st Grade Writing Standards</b>	
<b>Text Types and Purposes</b>	
1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	<p><b>Unit 2:</b> Collaborate and Discuss: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Extend Research, Edit: Write for a Reader, T400 Differentiated Support: Intervention/Extend, T401</p> <p><b>Unit 3:</b> Conduct Research: Use Audio and Video Sources, Next Steps, T405 Collaborate and Discuss: Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	<p><b>Unit 1:</b> Explore and Plan: Introduce Informational Text, T404 Collaborate and Discuss: Analyze Student Model, T408 ELL Targeted Support: Discuss Your Informational Text, T409 Extend Research: Next Steps, T411</p> <p><b>Unit 2:</b> Explore Facts and Details, T155 Apply Facts and Details, T156 Explore Introduction and Conclusion, T227 Apply Introduction and Conclusion, T228</p> <p><b>Unit 4:</b> Collaborate and Discuss: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 Collaborate and Discuss: Next Steps, T415</p> <p><b>Unit 5:</b> Introduction and Conclusion, T156 Writing Support, T156 Organize with Structure, T226</p>

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<p>1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</p>	<p><b>Unit 1:</b> Explore Features of a Fiction Book: Independent Writing, T228 Apply Features of a Fiction Book: Independent Writing, T229 Explore Adding Details to Illustrations: Independent Writing, T304</p> <p><b>Unit 4:</b> Personal narratives: Plot/Genre Immersion Lesson, T90 Plan Your Personal Narrative, T92 Apply Problem and Resolution, T168 What Happens First, T234 Apply What Happens Next, T236 Apply What Happens Last, T238</p>
<p>1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T66, T212, T288 Reflect and Share: ELL Targeted Support/Retelling T66 Reflect and Share: Write to Sources, T142, T358 Reflect and Share: ELL Targeted Support/Text Evidence T143 Reflect and Share: ELL Targeted Support/Share Information, T212 Reflect and Share: ELL Targeted Support/Collaborative Conversations, T288</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T66, T138, T278 Reflect and Share: ELL Targeted Support/Express Ideas, T66 Reflect and Share: ELL Targeted Support/Ask and Answer Questions, T138 Reflect and Share: Write to Sources, T208, T348 Reflect and Share: ELL Targeted Support/Sharing Information, T208 Reflect and Share: ELL Targeted Support/Express Opinions, T348</p>

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(Continued)	(Continued) <b>Unit 3:</b> Reflect and Share: Write to Sources, T68 T286 Reflect and Share: ELL Targeted Support/Retelling, T68 Reflect and Share: Talk About It, T146, T216, T356 Reflect and Share: ELL Targeted Support/Retell, T146 Reflect and Share: ELL Targeted Support/Sharing Opinions, T216 Reflect and Share: ELL Targeted Support/Express Ideas, T286 Reflect and Share: ELL Targeted Support/Sharing Information, T356 <b>Unit 4:</b> Reflect and Share: Talk About It, T72, T218, T292 Reflect and Share: Write to Sources, T148, T364 Reflect and Share: ELL Targeted Support/Express Opinions, T218 Reflect and Share: ELL Targeted Support/Describe Personal Connections, T292 Reflect and Share: ELL Targeted Support/Explain T364 <b>Unit 5:</b> Reflect and Share: Talk About It, T68, T284, T356 Reflect and Share: ELL Targeted Support/Retelling, T68 Reflect and Share: Write to Sources, T140, T210 Reflect and Share: ELL Targeted Support/Retell, T284 Reflect and Share: ELL Targeted Support/Sharing Opinions, T356
W5: Begins in grade 4.	
<b>Research to Build and Present Knowledge</b>	
1W6: Develop questions and participate in shared	<b>Unit 1:</b>

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<p>research and explorations to answer questions and to build knowledge.</p>	<p>Procedural Text, T330-T331 Read Like a Writer, Write for a Reader: Word Choice, T364-T365 Conduct Research, T406-T407 <b>Unit 2:</b> Conduct Research, T396-T397 <b>Unit 3:</b> Inquire: Introduce the Project, T400-T401 Explore and Plan: Explore Persuasive Writing/Next Steps, T403 Conduct Research, T404-T405 <b>Unit 4:</b> Conduct Research, T412-T413 <b>Unit 5:</b> Explore and Plan: Explore Persuasive Writing/Next Steps, T403 Conduct Research, T404-T405 Collaborate and Discuss: Create a Fact Sheet, T406</p>
<p>1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Conduct Research: Use Print Sources, T406 Conduct Research: Customize It!, T406 Collaborate and Discuss: Identify Relevant Sources, T408 Extend Research: Incorporate Media, T410 <b>Unit 2:</b> Inquire: Introduce the Project, Critical Literacy/Build Background, T392 Conduct Research: Use Print and Digital Sources, T396 Conduct Research: Customize It!, T396 <b>Unit 2 Continued:</b> Collaborate and Discuss: Critical Literacy/ Compare Viewpoints, T398 Collaborate and Discuss: Search Online, T398 <b>Unit 3:</b> Inquire: Introduce the Project, Critical Literacy/Build Background, T400 Conduct Research: Use Audio and Video Sources, Audio Recording/Video Recording T404 (Continued) <b>Unit 4:</b> Inquire: Introduce the Project, Critical Literacy/Build Background, T408 Conduct Research: Interview a Person, T412</p>

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	<p><b>Unit 5:</b>            Inquire: Introduce the Project, Critical Literacy/Build Background, T400            Conduct Research: Search Online, T404            Collaborate and Discuss: Critical Literacy/Compare Viewpoints, T406</p>
<b>1st Grade Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).	
1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	<p><b>Unit 1:</b>            ELL Targeted Support: Share Information, T212            Reflect and Share: Talk About It, T288            ELL Targeted Support: Collaborative Conversations, T288            How to Celebrate, T377            How to Celebrate: Writing Support, T377            Celebrate and Reflect: Share, T412            Book Club Routine, T416            Book Club, T418-T419</p> <p><b>Unit 2:</b>            Writing Club, T87, T159            Reflect and Share: Talk About It, T138-T139            Reflect and Share: Talk About It, T278            Book Club, T410-T411, T412-T413</p> <p><b>Unit 3:</b>            Writing Club, T89, T167            Reflect and Share: Talk About It, T216-T217            Book Club: T422-T423, T428-T429</p> <p><b>Unit 4:</b>            Reflect and Share: Talk About It, T292            Celebrate and Reflect: Share, T418            Book Club, T422-T423, T426-T427</p> <p><b>Unit 5:</b>            Reflect and Share: Talk About It, T68            Celebrate and Reflect: Share, T410            Book Club, T414-T415, T418-T419, T420-T421, T422-T423, T424-T425, T426-T427, T428-T429</p>
1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<p><b>Unit 1:</b>            How to Celebrate, T377</p> <p><b>Unit 2:</b>            Interact with Sources: Explore the Poem, T304</p> <p><b>Unit 4:</b>            Reflect and Share: Write to Sources, T148-T149</p>

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	Reflect and Share: Talk About It, T292-293
1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.	<p><b>Unit 1:</b> Writing Club, T163, T233, T309 Reflect and Share: Talk About It, T288 Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T138 Inquire: Introduce the Project, Collaborate/Build Background, T392 Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T146 Inquire: Introduce the Project, Collaborate/Build Background, T400</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T292 Celebrate and Reflect: Share, T418</p>
1SL1d: Consider individual differences when communicating with others.	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T288 ELL Targeted Support: Collaborative Conversations, T288</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T278</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T216-T217</p> <p><b>Unit 4:</b> Celebrate and Reflect: Share, T418</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T356 Explore and Plan: Explore Persuasive Writing/Write for a Reader/Audience, T402</p>
1SL2: Develop and answer questions about key details in diverse texts and formats.	<p><b>Unit 1:</b> Spotlight on Genre: Realistic Fiction, T36-T37, T254-T255, T108-T109 Informational Text, T184-T185 Procedural Text, T330-T331 Explore and Plan: Introduce Informational Text, T404-T405</p>

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	<p><b>Unit 2:</b> Spotlight on Genre: Informational Text: T36-T37, T108-T109, T180-T181 Listening Comprehension: Wrap-Up, T249 Guided Reading Prompts: Identify Poetry, T252 Teacher-Led Options, Strategy Group: Compare Texts, T280 Teacher-Led Options, Conferencing: Compare Texts, T281 Teacher-Led Options, Leveled Readers: Compare Texts, T281 Teacher-Led Options: Whole Group, T281 Drama, T320-T321</p> <p><b>Unit 3:</b> Spotlight on Genre: Fable, T36-T37, T258-T259 Poetry, T84 Spotlight on Genre: Folktale, T110-T111</p> <p><b>Unit 4:</b> Spotlight on Genre: Biography, T36-T37, T114-T11, T334-T335 Historical Fiction, T190-T191 Informational Text, T260-T261</p> <p><b>Unit 5:</b> Spotlight on Genre: Informational Text, T36-T37 How-to Books, T84 Spotlight on Genre: Informational Text, T110-T111 Fiction, T252-T253</p>
<p>1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.</p>	<p><b>Unit 1:</b> Reflect and Share: Talk About It, T288</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T138-T139 Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T146</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T292</p>

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	Celebrate and Reflect: Share, T418
<b>Presentation of Knowledge and Ideas</b>	
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	<p><b>Unit 1:</b> How to Celebrate, T377</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T278</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T216 Prepare for Celebration: Independent Writing, T374 Publish and Celebrate, T375</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T72, T292</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T356</p>
1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.	<p><b>Unit 1:</b> Extend Research: Incorporate Media, T410</p> <p><b>Unit 2:</b> Extend Research: Incorporate Media, T400</p> <p><b>Unit 3:</b> Extend Research: Incorporate Media, T408</p> <p><b>Unit 4:</b> Extend Research: Customize It!, T416</p> <p><b>Unit 5:</b> Extend Research: Explore Props and Costumes, T408</p>
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	<p><b>Unit 1:</b> Teacher-Led Options, Strategy Group: Describe Characters, T58 Language &amp; Conventions: Simple Sentences Lessons 2-5, T222-T223</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T66 Teacher-Led Options, Strategy Group: Compare Texts, T68</p> <p><b>Unit 3:</b></p>



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	Reflect and Share: Talk About It, T216-T217 Celebrate and Reflect: Share, T410 <b>Unit 4:</b> Reflect and Share: Talk About It, T72-T73, T292-T293 Celebrate and Reflect: Share, T418 <b>Unit 5:</b> Reflect and Share: Talk About It, T68-T69 How-to Books: Instructions/Genre Immersion Lesson, T85
<b>1st Grade Language Standards</b>	
<b>Conventions of Academic English/Language for Learning (See Appendix A)</b>	
<b>Knowledge of Language</b>	
L3: Begins in grade 2	
<b>Vocabulary Acquisition and Use</b>	
1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	
1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Unit 1:</b> Close Read: Vocabulary in Context, T47, T117, T341 Possible Teaching Point: Academic Vocabulary/

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(Continued)	<p>Context Clues, T194            Academic Vocabulary: Context Clues, T216-T217            Teacher-Led Options, Strategy Group: Develop Vocabulary, T346            Teacher-Led Options, Conferring: Develop Vocabulary, T347            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T347</p> <p><b>Unit 2:</b>            Close Read: Vocabulary in Context, T47, T121, T189            Academic Vocabulary: Context Clues, T212-T213            Respond and Analyze: Develop Vocabulary, T262            Teacher-Led Options, Strategy Group: Develop Vocabulary, T266            Teacher-Led Options, Conferring: Develop Vocabulary, T267            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T267</p> <p><b>Unit 3:</b>            Close Read: Vocabulary in Context, T123            Possible Teaching Point: Academic Vocabulary/Context Clues, T197            Academic Vocabulary: Context Clues, T220-T221            Respond and Analyze: Develop Vocabulary, T270            Teacher-Led Options, Strategy Group: Develop Vocabulary, T274, T344            Teacher-Led Options, Conferring: Develop Vocabulary, T275, T345            Teacher-Led Options, Leveled Readers: Develop Vocabulary, T275 T345            (Continued)</p> <p><b>Unit 4:</b>            Close Read: Vocabulary in Context, T45, T127, T271, T345            Academic Vocabulary: Context Clues, T222-T223            Introduce the Text: ELL Access/Context Clues, T340</p> <p><b>Unit 5:</b>            Close Read: Vocabulary in Context, T51, T263, T337            Academic Vocabulary: Context Clues, T214-T215</p>
1L4b: Use frequently occurring affixes as a clue to the meaning of a word.	<p><b>Unit 1:</b>            Possible Teaching Point: Academic Vocabulary/Word Parts, T271</p>

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	<p>Academic Vocabulary: Word Parts, T292-T293  <b>Unit 2:</b>            Academic Vocabulary: Word Parts, T282-T283  <b>Unit 3:</b>            Possible Teaching Point: Academic Vocabulary/ Related Words, T45, T48            Academic Vocabulary: Word Parts, T290-291  <b>Unit 4:</b>            Possible Teaching Point: Academic Vocabulary/ Related Words, T49            Academic Vocabulary: Word Parts, T296-297  <b>Unit 5:</b>            Word Work Phonics: Decode Words with Suffixes -<i>er</i>, -<i>or</i>, T100            Word Work Phonics: Decode and Write Words with Suffixes -<i>er</i>, -<i>or</i>, T102            Decodable Story: ELL Access, T104            Word Work Phonics: Decode Words with Prefixes <i>re-</i>, <i>un-</i>, T172            Word Work Phonics: Decode and Write Words with Prefixes <i>re-</i>, <i>un-</i>, T174-T175            Word Work Phonics: Spiral Review Long <i>i</i> Spelled <i>igh</i>; Suffixes -<i>er</i>, -<i>or</i>, T178-T179            Word Work Phonics: Decode and Write Words with Suffixes -<i>ly</i>, -<i>ful</i>, T242-T243            Word Work Phonics: Decode and Write Words with Suffixes -<i>ly</i>, -<i>ful</i>, T244-T245            Word Work Phonics: Spiral Review Vowel Teams <i>ue</i>, <i>ew</i>, <i>ui</i>; Prefixes <i>re-</i>, <i>un-</i>, T248-T249</p>
<p>1L4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p><b>Unit 2:</b>            Word Work Phonics: Decode Words with Inflectional Ending -<i>s</i>, T170            Word Work Phonics: Decode and Write Words with Inflectional Ending -<i>ing</i>, T242            Teacher-Led Options, Word Work Strategy Group: INFLECTIONAL ENDING -<i>ing</i>, T274  <b>Unit 3:</b>            Word Work Phonics: Decode Words with Inflectional Ending -<i>ed</i>, T178            Word Work Phonics: Decode and Write Words with Inflectional Ending -<i>ed</i>, T180            Teacher-Led Options, Word Work Strategy Group: INFLECTIONAL ENDING -<i>ed</i>, T212            Word Work Phonics: Spiral Review Long <i>e</i> Spelled <i>e</i>, <i>ee</i>; Inflectional Ending -<i>ed</i>, T254</p>

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	<p><b>Unit 4:</b>            Word Work Phonics: Decode Words with Inflectional Ending <i>-es</i>, Plural <i>-es</i>, T26-T27            Word Work Phonics: Decode and Write Words with Inflectional Ending <i>-es</i>, Plural <i>-es</i>, T28-T29            Word Work Phonics: Decode Words with Endings <i>-ed</i>, <i>-ing</i>, T104-T105            Word Work Phonics: Decode and Write Words with Endings <i>-ed</i>, <i>-ing</i>, T106-T107            Teacher-Led Options, Word Work Strategy Group: ENDINGS <i>-ed</i>, <i>-ing</i>, T144-T145            Word Work Phonics: Decode Words with Comparative Endings, T176-T177            Word Work Phonics: Decode and Write Words with Comparative Endings, T178-T179            Word Work Phonics: Word Parts, T296-T297            Word Work Phonics: Decode Words with Endings, T390-T391            Word Work Phonics: Decode and Write Words with Endings, T394-T395</p>
1L5: Demonstrate understanding of word relationships and nuances in word meanings.	
1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<p><b>Unit 1:</b> Academic Vocabulary: Synonyms, T146  <b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary/ Synonyms, T119  <b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary/ Synonyms and Antonyms, T124  <b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary/ Antonyms, T129  <b>Unit 5:</b> Academic Vocabulary: Antonyms, T144-T145</p>
1L5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that	<p><b>Unit 1:</b> Introduce the Text: Preview Vocabulary, T42, T114,</p>

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swims; a <i>tiger</i> is a large cat with stripes).	<p>T260 ELL Targeted Support: Preteach Vocabulary, T261</p> <p><b>Unit 2:</b> Introduce the Text: Preview Vocabulary, T42, T186, T256 Teacher-Led Options, Strategy Group: Develop Vocabulary, T336</p> <p><b>Unit 3:</b> Introduce the Text: Preview Vocabulary, T116, T264, T334 Teacher-Led Options, Conferring: Develop Vocabulary, T275</p> <p><b>Unit 4:</b> ELL Targeted Support: Preteach Vocabulary, T245 Introduce the Text: Preview Vocabulary, T266, T272, T340</p> <p><b>Unit 5:</b> Respond and Analyze: Develop Vocabulary, T52 Introduce the Text: Preview Vocabulary, T116, T188, T332</p>
1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i> ).	<p><b>Unit 1:</b> Introduce the Text: Preview Vocabulary, T42, T114, T190, T336</p> <p><b>Unit 2:</b> Introduce the Text: Preview Vocabulary, T42, T186, T326</p> <p><b>Unit 3:</b> Introduce the Text: Preview Vocabulary, T42, T116, T194, T334</p> <p><b>Unit 4:</b> Introduce the Text: Preview Vocabulary, T42, T120, T196, T340</p> <p><b>Unit 5:</b> Introduce the Text: Preview Vocabulary, T42, T116, T188, T258, T332</p>
1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them	<p><b>Unit 1:</b> Academic Vocabulary: Synonyms, T146-T147</p> <p><b>Unit 2:</b> Respond and Analyze: Develop Vocabulary, T332</p>

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<p>or by acting out the meanings.</p>	<p>Respond and Analyze: Option 2: Use Independent Text, T333 Teacher-Led Options, Strategy Group: Develop Vocabulary, T336 Teacher-Led Options, Conferring: Develop Vocabulary, T337 <b>Unit 3:</b> Possible Teaching Point, Academic Vocabulary/ T124 Academic Vocabulary: Synonyms and Antonyms, T150-T151</p>
<p>1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><b>Unit 1:</b> Academic Vocabulary: Oral Vocabulary Routine, T14 Academic Vocabulary: Oral Language, T362 Inquire: Use Academic Words, T402 <b>Unit 2:</b> Academic Vocabulary: Oral Language, T352 Inquire: Use Academic Words, T392 <b>Unit 3:</b> Academic Vocabulary: Oral Vocabulary Routine, T14 Spotlight on Genre, Fable: Language of the Genre, T36 Inquire: Use Academic Words, T400 <b>Unit 4:</b> Spotlight on Genre, Biography: Language of the Genre, T36 Academic Vocabulary: Related Words, T76 Academic Vocabulary: ELL Access, T152 Academic Vocabulary: Oral Language, T368 Inquire: Use Academic Words, T408 Celebrate and Reflect: ELL Access, T418</p>

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	<p><b>Unit 5:</b>            Academic Vocabulary: Oral Vocabulary Routine, T14            Spotlight on Genre, Informational Text: Language of the Genre, T36            Persuasive Text: Language of the Genre, T182            Fiction: Language of the Genre, T252            Inquire: Use Academic Words, T400</p>