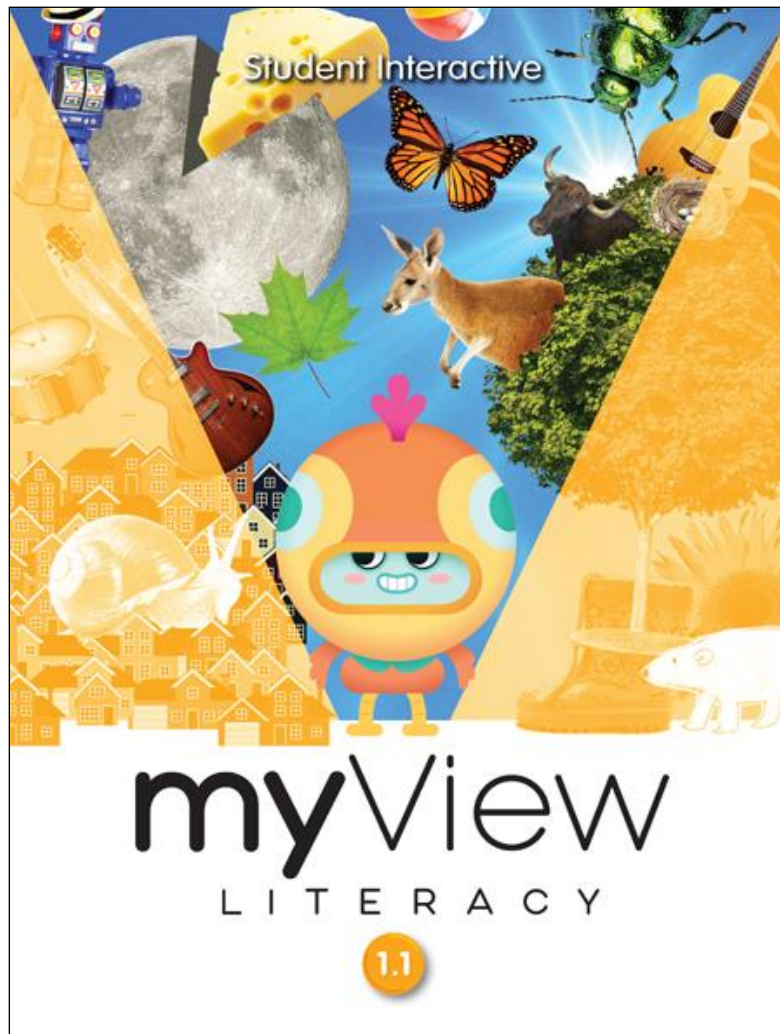


## A Correlation of



To the

# New York State Social Studies Framework Grade 1

# **A Correlation of myView Literacy, Grade 1, ©2020 to the New York State Social Studies Frameworks**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **New York State Social Studies Frameworks**. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<p align="center"><b>New York State Social Studies Frameworks</b></p>	<p align="center"><b>myView Literacy Grade 1, ©2020</b></p>
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<p>B.6 Recognize and identify patterns of continuity in his/her family.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level B &gt;My Little Sister; &gt;Guided Reading Level D &gt;My Grandpa’s Stories; &gt;Guided Reading Level E &gt;Everything Changes</p>

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<p>C.3 Describe an event in his/her family.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level B &gt;My Little Sister; &gt;Guided Reading Level D &gt;My Grandpa’s Stories &gt;Guided Reading Level E&gt;Everything Changes</p>
<p>C.4 Understand the concepts of geography, economics, and history that apply to his/her family.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, T121-T131 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347 Respond and Analyze, T348-T349</p>
<p>D Geographic Reasoning</p>	
<p>D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.</p>	<p><b>Unit 1:</b> Introduce the Text, T336-T337 Student Interactive: <i>Making a Map</i>, T337-T341 Reflect and Share: Write to Sources, T358-T359</p>
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<p>D.3 Describe how environment affects his/her and other people’s activities.</p>	<p><b>Unit 5:</b>            Interact with Sources: Explore the Infographic, T20-T21            Listening Comprehension: Read Aloud, T34-T35            Introduce the Text, T42-T43            Student Interactive: <i>Every Season</i>, T43-51            Reflect and Share: Talk About It, T68-T69            Interact with Sources: Explore the Web Site, T94-T95            Introduce the Text, T116-T117            Student Interactive: <i>Seasons Around the World</i>, T117-T81            Reflect and Share: Write to Sources, T140-T141</p> <p><b>Digital Resources:</b> Leveled Readers&gt;            Guided Reading Level D&gt;Hello, Summer!            &gt;Guided Reading Level E &gt;Hello, Fall!,            &gt;Hello, Winter            &gt;Guided Reading Level I &gt;My Favorite Season</p>

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<p>D.4 Identify a pattern and a process.</p>	<p><b>Unit 2:</b>            Interact with Sources: Explore the Infographic, T20-T21            Listening Comprehension: Read Aloud, T34-T35            Matching Texts to Learning, T38-T39            Introduce the Text, T42-T43            Student Interactive: <i>The Life of a Frog</i>, T43-TT49            Reflect and Share: Talk About It, T66-T67            Interact with Sources: Explore the Diagram, T92-T93            Listening Comprehension: Read Aloud, T106-T017            Introduce the Text, T114-T115            Student Interactive: <i>The Life Cycle of a Sunflower</i>, T115-T121            Reflect and Share: Talk About It, T138-T139            Listening Comprehension: Read Aloud, T178-T179            Matching Texts to Learning, T182-T183            Introduce the Text, T186-T187            Student Interactive: <i>How Do Baby Animals Grow</i>, T187-T191            Reflect and Share: Write to Sources, T208-T209            Interact with Sources: Explore the Time Line, T234-T235            Listening Comprehension: Read Aloud, T248-T249            Introduce the Text, T256-T257            Student Interactive: <i>The Long Sleep</i>, T258-T259            Reflect and Share: Talk About It, T278-T279</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p><b>Unit 5:</b> Interact with Sources: Explore the Infographic, T20-T21 Listening Comprehension: Read Aloud, T34-T35 Introduce the Text, T42-T43 Student Interactive: <i>Every Season</i>, T43-51 Reflect and Share: Talk About It, T68-T69 Interact with Sources: Explore the Web Site, T94-T95 Introduce the Text, T116-T117 Student Interactive: <i>Seasons Around the World</i>, T117-T81 Reflect and Share: Write to Sources, T140-T141</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level D &gt;Hello, Summer!, &gt;Hello, Spring! &gt;Guided Reading Level E &gt;Hello, Fall!; &gt;Hello, Winter &gt;Guided Reading Level I &gt;My Favorite Season</p>
<p>D.5 Describe how human activities alter places.</p>	<p>For opportunities to address this standard please see: <b>Digital Resources:</b> Audio/Video: Student Interactive&gt;Unit 1&gt;Garden Party: Audio &gt;My Neighborhood: U1 Video</p>
<p><b>E Economics and Economic Systems</b></p>	
<p>E.1 Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<p>E.2 Distinguish between a consumer and a producer and their relationship to goods and services.</p>	<p><b>Unit 4:</b> Matching Texts to Learning: <i>Goods and Services</i>, T263</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level H&gt;Goods and Services</p>
<p>E.3 Explain how people earn money and other ways people receive money.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>F Civic Participation</p>	
<p>F.1 Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, T121-T131 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347 Respond and Analyze, T348-T349</p>
<p>F.2 Participate in activities that focus on a classroom or school issue or problem.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>F.3 Identify different political systems.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>
<p>F.4 Identify the role of the individual in classroom and school participation.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>



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<p>F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, T121-T131 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347 Respond and Analyze, T348-T349</p>
<p>F.6 Identify situations in which social actions are required.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, T121-T131 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347 Respond and Analyze, T348-T349</p>
<p>F.7 Identify the president of the United States and the school principal and their leadership responsibilities.</p>	<p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level E &gt;When I Lived in the White House &gt;Guided Reading Level G&gt;Heroes in the Hills</p>
<p>F.8 Identify rights and responsibilities within the classroom and school.</p>	<p>The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.</p>

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<b>Standards: Individual Development and Cultural Identity</b>	
1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.	
1.1a Families are a basic unit of all societies, and different people define family differently.	
1.1a.1 Students will listen to stories about different families and will identify characteristics that are the same and different.	<b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T268 <b>Unit 4:</b> Book Club: Week 1, T426
1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.	
1.1b.1 Students will identify traditions that are associated with their families, and tell why the tradition is important.	<b>Unit 5:</b> Cross-Curricular Perspectives: Social Studies, T338  <b>Digital Resources:</b> Leveled Readers> Guided Reading Level E >Fourth of July >Community Cook-Off >Parades
1.1c Awareness of America’s rich diversity fosters intercultural understanding.	
1.1c.1 Students will compare the cultural similarities and differences for various ethnic and cultural groups found in New York State.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p>	
<p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p>	
<p>1.2a.1 Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.</p>	<p><b>Unit 4:</b> Listening Comprehension: Read Aloud, T112-T113 Introduce the Text, T120-T121 Student Interactive: <i>Jackie Robinson</i>, T121-T131 Respond and Analyze, T132-T133 Reflect and Share: Write to Sources, T148-T149 Introduce the Text, T340-T341 Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347 Respond and Analyze, T348-T349</p>
<p>1.2a.2 Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.</p>	<p><b>Unit 4:</b> Interact with Sources: Explore the Poem, T244-T245 Decodable Story: <i>Raise the Flag</i>, T254-T255 Listening Comprehension: Read Aloud, T258-T259 <b>Unit 5:</b> Cross-Curricular Perspectives: Social Studies, T266, T338  <b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level D&gt;Earth Day &gt;Guided Reading Level E &gt;When I Lived in the White House &gt;Guided Reading Level G &gt;Heroes in the Hills &gt;Fourth of July &gt;Guided Reading Level H &gt;Welcome to America &gt;We Celebrate Together</p>

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1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.	
1.2b.1 Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as America the Beautiful, America ("My Country 'Tis of Thee"), and The Star Spangled Banner and begin to understand the general meaning of the lyrics.	<p><b>Unit 4:</b> Interact with Sources: Explore the Poem, T244-T245 Decodable Story: <i>Raise the Flag</i>, T254-T255 Listening Comprehension: Read Aloud, T258-T259 Informational Text, T260-T261 Introduce the Texts, T266-T267 Student Interactive: <i>from What Is the Story of Our Flag?</i>, T267-T271 Introduce the Texts, T272-T273 Student Interactive: <i>from The First American Flag</i>, T273-T275 Reflect and Share: Talk About It, T292-T293</p>
Civic Ideals and Practices	
1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.	
1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.	
1.3a.1 Students will participate in group activities and contribute to the work of the group.	<p><b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20-T21 Listening Comprehension: Read Aloud, T34-T35 Introduce the Text, T42-T43 Student Interactive: <i>The Blackout</i>, T43-T49 Reflect and Share: Talk About It, T66-T67</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level D &gt;Earth Day &gt;Guided Reading Level F&gt;Our Community Center</p>

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1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.	
1.3b.1 Students will explain the traits of a responsible citizen and model actions of responsible citizens.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.	
1.3c.1 Students will discuss ways that they can protect and respect our world and its people.	<p><b>Unit 1:</b> Listening Comprehension: Read Aloud, T34-T35</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level G&gt;Good Neighbors &gt;Guided Reading Level H&gt;Do You Need a Bag?</p>
1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.	
1.4a Rules and laws are developed to protect people’s rights and the safety and welfare of the community.	
1.4a.1 Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.	
1.4b.1 Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>	
<p>1.4c.1 Students will be given opportunities to solve problems, make decisions, and resolve conflicts.</p>	<p><b>Unit 4:</b>            Listening Comprehension: Read Aloud, T112-T113            Introduce the Text, T120-T121            Student Interactive: <i>Jackie Robinson</i>, T121-T131            Respond and Analyze, T132-T133            Reflect and Share: Write to Sources, T148-T149            Introduce the Text, T340-T341            Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347            Respond and Analyze, T348-T349</p>
<p>Geography, Humans, and the Environment</p>	
<p>1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.</p>	
<p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p>	
<p>1.5a.1 Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom using symbols to represent objects.</p>	<p><b>Unit 1:</b>            Introduce the Text, T336-T337            Student Interactive: <i>Making a Map</i>, T337-T341            Respond and Analyze, T342-T343            Find Graphics, T348-T349            Reflect and Share: Write to Sources, T358-T359  <b>Unit 3:</b>            Decodable Reader: <i>Maps and Globes</i>, T143</p>

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1.5b Maps are used to locate important places in the community, state, and nation such as capitals, monuments, hospitals, museums, schools, and cultural centers.	
1.5b.1 Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.	<p><b>Unit 1:</b> Introduce the Text, T336-T337 Student Interactive: <i>Making a Map</i>, T337-341 Respond and Analyze, T342-T343 Find Graphics, T348-T349 Reflect and Share: Write to Sources, T358-T359</p> <p><b>Unit 3:</b> Decodable Reader: <i>Maps and Globes</i>, T143</p>
1.5c Symbols are used to represent physical features and man-made structures on maps and globes.	
1.5c.1 Students will closely read maps making use of the legends to understand symbols and what they represent.	<p><b>Unit 1:</b> Introduce the Text, T336-T337 Student Interactive: <i>Making a Map</i>, T337-341 Respond and Analyze, T342-T343 Find Graphics, T348-T349 Reflect and Share: Write to Sources, T358-T359</p> <p><b>Unit 3:</b> Decodable Reader: <i>Maps and Globes</i>, T143</p>
1.6 People and communities depend on and modify their physical environment in order to meet basic needs.	
1.6a People and communities depend on the physical environment for natural resources.	
1.6a.1 Students will identify natural resources required to meet basic needs.	<p>For opportunities to address this standard please see:</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level F&gt;Water Adventure &gt;Guided Reading Level G&gt;Soil &gt;Guided Reading Level I&gt;Harvest Time!</p>
1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.	
1.6b.1 Students will identify how the physical environment of their community has been modified to meet needs and wants.	<p><b>Digital Resources:</b> \Leveled Readers&gt; Guided Reading Level C&gt;Homes &gt;Guided Reading Level I&gt;Erin’s Neighborhood</p>

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1.6c People interact with their physical environment in ways that may have a positive or a negative effect.	
1.6c.1 Students will identify positive and negative effects that human interaction can have on the physical environment.	<b>Digital Resources:</b> Leveled Readers> Guided Reading Level D >Earth Day >Guided Reading Level H>Do You Need a Bag?
Time, Continuity, and Change	
1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)	
1.7a Personal and family history is a source of information for individuals about the people and places around them.	
1.7a.1 Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.	<b>Unit 4:</b> Writing Workshop: Personal Narratives, T88 Writing Workshop: Personal Narratives: Characters and Setting, T89 Writing Workshop: Personal Narratives: Plot, T90 Writing Workshop: Generate Ideas, T91 Writing Workshop: Plan Your Personal Narrative, T92 Writing Club, T93
1.7b Families change over time, and family growth and change can be documented and recorded.	
1.7b.1 Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.	<b>Digital Resources:</b> Leveled Readers> Guided Reading Level B>My Little Sister >Guided Reading Level D>My Grandpa's Stories >Guided Reading Level E>Everything Changes
1.7c Families of long ago have similarities and differences with families today.	
1.7c.1 Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.	<b>Digital Resources:</b> Leveled Readers> Guided Reading Level D>My Grandpa's Stories >Guided Reading Level I>Dadi and Grandma



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1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.	
1.7d.1 Students will use sequence and chronological terms when describing family events.	<b>Unit 4:</b> Writing Workshop: Personal Narratives, T88 Writing Workshop: Personal Narratives: Characters and Setting, T89 Writing Workshop: Personal Narratives: Plot, T90 Writing Workshop: Generate Ideas, T91 Writing Workshop: Plan Your Personal Narrative, T92 Writing Club, T93
1.8 Historical sources reveal information about how life in the past differs from the present.	
1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.	
1.8a.1 Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.	For supporting content please see: <b>Unit 1:</b> Interact with Sources: Explore the Infographic, T20 Conduct Research: Use Print Sources, T406-T407 Collaborate and Discuss: Identify Relevant Sources, T408 Extend Research, T410-T411 <b>Unit 2:</b> Conduct Research: Use Print and Digital Sources, T396 Collaborate and Discuss: Search Online/Collaborate, T398 Extend Research, T400-T401 <b>Unit 3:</b> Conduct Research: Use Audio and Visual Sources, T404 Extend Research, T408-T409 <b>Unit 4:</b> Conduct Research: Interview a Person, T412-T413 <b>Unit 5:</b> Conduct Research: Search Online, T404-T405

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<p>1.8b Oral histories, biographies, and family time lines relate family histories.</p>	
<p>1.8b.1 Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line.</p>	<p><b>Unit 4:</b> Decodable Story: <i>A Piece of the Past</i>, T402-T403 Conduct Research: Interview a Person, T412-T413 Collaborate and Discuss, T414-T415 Extend Research, T416-T417 Celebrate and Reflect, T418-T419</p>
<p>1.8b.2 Students will describe the main characters and qualities after listening to biographies and legends.</p>	<p><b>Unit 1:</b> Listening Comprehension: ELL Targeted Support/Describe Characters, T35 Spotlight on Genre: Realistic Fiction, T36-T37 Guided Reading Instruction Prompts: Describe a Character, T38 Introduce the Text, T42-T43 Close Read: Describe a Character, T47 First Read: Ask, T48 Describe Characters, T56-T57 Teacher-Led Options: Strategy Group: Describe Characters, T58, T280 Teacher-Led Options: Conferring/Leveled Readers: Describe Characters, T59, T278-T279, T281 Use Text Evidence, T60-T61 Teacher-Led Options: Strategy Group: Use Text Evidence, T64 Teacher-Led Options: Conferring/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/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</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Close Read: Describe Characters, T265, T269, T271</p> <p>Teacher-Led Options: Strategy Group: Describe Characters</p> <p>Teacher-Led Options: Intervention Activity: Analyze Characters, T280</p> <p>Teacher-Led Options: Conferring: Describe Characters' Experiences, T281</p> <p>Visualize Details About Characters, T282-T283</p> <p><b>Unit 3:</b></p> <p>Close Read: Describe Plot, T49, T51</p> <p>Describe Plot, T58-T59</p> <p>Teacher-Led Options: Strategy Group: Describe Plot, T60</p> <p>Teacher-Led Options: Conferring/Leveled Readers: Describe Plot, T61</p> <p><b>Unit 4:</b></p> <p>Listening Comprehension: Read Aloud, T112-T113</p> <p>Introduce the Text, T120-T121</p> <p>Student Interactive: <i>Jackie Robinson</i>, T121-T131</p> <p>Respond and Analyze, T132-T133</p> <p>Reflect and Share: Write to Sources, T148-T149</p> <p>Guided Reading Instruction Prompts: Identify Historical Fiction, T192</p> <p>Teacher-Led Options, Strategy Group: Identify Historical Fiction, T194</p> <p>Teacher-Led Options, Conferring/Leveled Readers: Identify Historical Fiction, T195</p> <p>Introduce the Text, T340-T341</p> <p>Student Interactive: <i>Eleanor Roosevelt</i>, T341-T347</p> <p>Respond and Analyze, T348-T349</p> <p><b>Unit 5:</b></p> <p>Teacher-Led Options: Strategy Group: Identify Fiction, T256</p> <p>Teacher-Led Options: Conferring/Leveled Readers: Identify Fiction, T257</p>

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Economic Systems	
1.9 People have many economic wants and needs, but limited resources with which to obtain them.	
1.9a Scarcity means that people’s wants exceed their limited resources.	
1.9a.1 Students will provide examples of scarcity by identifying wants that exceed resources.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.	
1.9b.1 Students will examine choices that families make due to scarcity, and identify costs associated with these choices.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
1.9c People use tools, technologies, and other resources to meet their needs and wants.	
1.9c.1 Students will examine how tools, technology, and other resources can be used to meet needs and wants.	<p><b>Unit 4:</b> Interact With Sources: Explore the Infographic, T174-T175 Listening Comprehension: Read Aloud, T188-T189 Introduce the Text, T196-T197 Student Interactive: <i>Before the Railroad Came</i>, T197-T201 Make Connections, T212-T213 Reflect and Share: Talk About It, T218-T219</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level H&gt;You Are an Inventor!</p>
1.10 People make economic choices as producers and consumers of goods and services.	
1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.	
1.10a.1 Students will identify examples of goods and services.	<p><b>Unit 4:</b> Matching Texts to Learning: <i>Goods and Services</i>, T263</p> <p><b>Digital Resources:</b> Leveled Readers&gt; Guided Reading Level H&gt;Goods and Services</p>

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1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.	
1.10b.1 Students will identify examples of a producer and a consumer.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
1.10c People and families work to earn money to purchase goods and services they need or want.	
1.10c.1 Students will examine how earning money through work is related to the purchase of goods and services.	<b>Unit 4:</b> Matching Texts to Learning: <i>Goods and Services</i> , T263 <b>Digital Resources:</b> Leveled Readers> Guided Reading Level H>Goods and Services
1.10d People make decisions about how to spend and save the money they earn.	
1.10d.1 Students will examine decisions that people make about spending and saving money.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.