

A Correlation of  
**Savvas ReadyGEN**  
Grade 1 ©2016



To the  
**New York Science Standards**  
**Grade 1**

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New York Science Standards Grade 1	Savvas ReadyGEN Grade 1
<b>(1.W) Waves: Light and Sound</b>	
(1-PS4-1) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	While science content comprises a portion of the <b>ReadyGen</b> reading and skill tasks, this standard falls outside of the curriculum.
(1-PS4-2) Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated.	Opportunities to Address: <b>TG:</b> Unit 5: Mod A: Let's Visit the Moon; Mod B: The Sun
(1-PS4-3) Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	While science content comprises a portion of the <b>ReadyGen</b> reading and skill tasks, this standard falls outside of the curriculum.
(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.	While science content comprises a portion of the <b>ReadyGen</b> reading and skill tasks, this standard falls outside of the curriculum.
<b>(1.SFI) Structure, Function, and Information Processing</b>	
(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.	While science content comprises a portion of the <b>ReadyGen</b> reading and skill tasks, this standard falls outside of the curriculum.
(1-LS1-2) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Opportunities to Address: <b>TG:</b> Unit 4: Mod A: Arbor Day Square; The Family Tree
(1-LS3-1) Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents.	Opportunities to Address: <b>TG:</b> Unit 4: Mod B: The Life Cycle of an Apple Tree; How a Seed Grows

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<b>(1.SS) Space Systems: Patterns and Cycles</b>	
(1-ESS1-1) Use observations of the Sun, moon, and stars to describe patterns that can be predicted.	<b>TG:</b> Unit 5: Mod A: King Kafu and the Moon; Let's Visit the Moon; Poetry: "Running Moon" and "Sleeping Outdoors;" Mod B: The Sun; Poetry: "Sun" and "A Circle of Sun;" Mod B: Performance-Based Assessment: Informative/Explanatory Task: Write a Question-and-Answer Book, 282-289
(1-ESS1-2) Make observations at different times of year to relate the amount of daylight to the time of year.	Opportunities to Address: <b>TG:</b> Unit 5: Mod B: The Sun; Poetry: "Sun" and "A Circle of Sun"
<b>(K-2-ETS1) Engineering Design</b>	
(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.	<b>TG:</b> Unit 1: Mod B: Time to Sleep; What Do You Do with a Tail Like This?; Performance-Based Assessment: Informative/Explanatory Task, Write Questions and Answers, 282-289
(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.	<b>TG:</b> Unit 1: Mod B: What Do You Do with a Tail Like This?; Unit 4: Mod A: Arbor Day Square; The Family Tree
(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.	While science content comprises a portion of the <b>ReadyGen</b> reading and skill tasks, this standard falls outside of the curriculum.