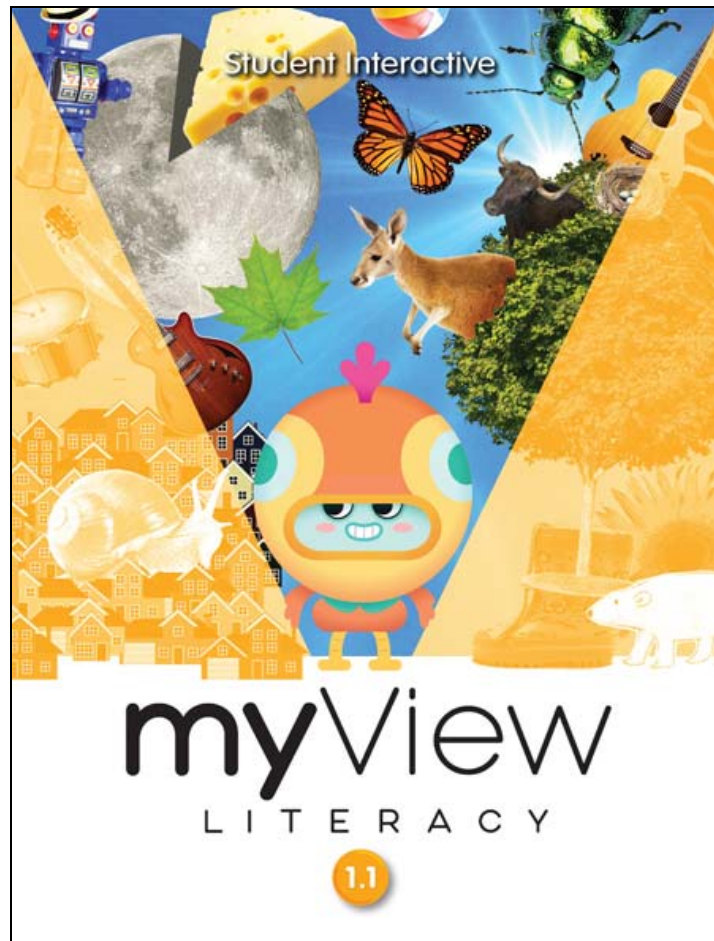


A Correlation of



Grade 1, ©2020

To

**Ohio's New Learning Science Standards
Grade 1**

SAVVAS

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Introduction

This document demonstrates how **myView Literacy, ©2020** meets **Ohio's New Learning 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.

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Ohio’s New Learning Science Standards Grade 1	myView Literacy, ©2020 Grade 1
ESS Earth and Space Science	
Sun, Energy, and Weather	
This topic focuses on the sun as a source of energy and energy changes that occur to land, air and water.	
1.ESS.1 The sun is the principal source of energy.	
1.ESS.1.a Sunlight warms Earth’s land, air and water. The amount of exposure to sunlight affects the amount of warming or cooling of air, water and land.	<p>Unit 2: <u>Selections</u> Time Line: “Changing with the Seasons” T234–T235</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Sunlight and Seasons” T34–T35 Read: <i>Every Season</i> T42–T51 Web Site: “Seasons Here and There” T94–T95 Read: <i>Seasons Around the World</i> T116–T123</p> <p><u>Leveled Readers</u> Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text) The Holiday Seasons (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T50 (Length of Days and the Sun) Cross-Curricular Perspectives: Science, U5: T118 (Equator) Cross-Curricular Perspectives: Science, U5: T190 (Spring and the Equinox) Cross-Curricular Perspectives: Science, U5: T334 (Seasons)</p>
1.ESS.2 Water on Earth is present in many forms.	
1.ESS.2.a The physical properties of water can change. These changes occur due to changing energy. Water can change from a liquid to a solid and from a solid to a liquid. Note: Water as a vapor is not introduced until grade 2; the water cycle is reserved for later grades.	<p>Unit 5: <u>Selections</u> Read Aloud: “Weather Balloons” T108–T109 Read Aloud: “Winter Food” T250–T251 Read Aloud: “What Animals Do in the Winter” T324–T325 Read: <i>Signs of Winter</i> T332–T339</p> <p><u>Leveled Readers</u> Water Adventure (Informational Text) Wild Weather (Informational Text)</p>
LS Life Science	

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Basic Needs of Living Things	
This topic focuses on the physical needs of living things in Ohio. Energy from the sun or food, nutrients, water, shelter and air are some of the physical needs of living things.	
1.LS.1 Living things have basic needs, which are met by obtaining materials from the physical environment.	
1.LS.1.a Living things require energy, water, and a particular range of temperatures in their environments. Plants get energy from sunlight. Animals get energy from plants and other animals. Living things acquire resources from the living and nonliving components of the environment.	<p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T42–T49 Read Aloud: “Growing Food for the Table” T106–T107 Read: <i>The Life Cycle of a Sunflower</i> T114–T121 Time Line: “Changing with the Seasons” T234–T235 Read Aloud: “Changing Animals” T248–T249</p> <p><u>Leveled Readers</u> Let’s Grow a Mango (Realistic Fiction) How Animals Grow (Informational Text) Our Terrarium (Narrative Nonfiction) Growing Peppers (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T44 T46 (Tadpoles and Frog Life Cycle) Cross-Curricular Perspectives: Science, U2: T44 T120 (Sunflowers)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Sunlight and Seasons” T34–T35</p> <p><u>Leveled Readers</u> Harvest Time! (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T48 (Wild Animals and Seasonal Change)</p>
1.LS.2 Living things survive only in environments that meet their needs.	
1.LS.2.a Resources are necessary to meet the	Unit 1:

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<p>needs of an individual and populations of individuals. Living things interact with their physical environments as they meet those needs. Effects of seasonal changes within the local environment directly impact the availability of resources.</p>	<p><u>Leveled Readers</u> A Garden (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T262 (Community Gardens)</p> <p>Unit 2: <u>Selections</u> Read: <i>The Life of a Frog</i> T42–T49 Read Aloud: “Growing Food for the Table” T106–T107</p> <p><u>Leveled Readers</u> Let’s Grow a Mango (Realistic Fiction) A Rainbow of Foods (Informational Text) Growing Peppers (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T44 T120 (Sunflowers)</p> <p>Unit 5: <u>Selections</u> Infographic: “Seasons of an Apple Tree” T20–T21 Read Aloud: “Sunlight and Seasons” T34–T35 Read: <i>Every Season</i> T42–T51 Web Site: “Seasons Here and There” T94–T95 Read: <i>Seasons Around the World</i> T116–T123 Infographic: “Seasonal Activities” T166–T167 Read Aloud: “Fall Is the Best Season” T180–T181 Read: <i>In Spring</i> T188–T193 Poem: “Season to Season” T236–T237 Read Aloud: “Winter Food” T250–T251</p> <p><u>Leveled Readers</u> Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text) The Holiday Seasons (Informational Text) Harvest Time! (Informational Text) Wild Weather (Informational Text) My Favorite Season (Realistic Fiction) Hibernation (Informational Text)</p> <p>(Continued)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T48 (Wild Animals and Seasonal Change)</p>
<p>(Continued)</p>	

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	<p>Cross-Curricular Perspectives: Science, U5: T267 (Autumn)</p> <p>Cross-Curricular Perspectives: Science, U5: T334 (Seasons)</p>
PS Physical Science	
Motion and Materials	
This topic focuses on the changes in properties that occur in objects and materials. Changes of position of an object are a result of pushing or pulling.	
1.PS.1 Properties of objects and materials can change.	
1.PS.1.a Objects and materials change when exposed to various conditions, such as heating or cooling. Changes in temperature are a result of changes in energy. Not all materials change in the same way.	<p>For supporting content please see:</p> <p>Unit 3: <u>Leveled Readers</u> Cool Buildings (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Sunlight and Seasons” T34–T35 Read Aloud: “Winter Food” T250–T251 Read: <i>Signs of Winter</i> T332–T339</p> <p><u>Leveled Readers</u> Hello, Spring! (Informational Text) Hello, Summer! (Informational Text) Hello, Fall! (Informational Text) Hello, Winter! (Informational Text) The Holiday Seasons (Informational Text) Harvest Time! (Informational Text) Wild Weather (Informational Text) Hibernation (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T50 (Length of Days and the Sun) Cross-Curricular Perspectives: Science, U5: T118 (Equator)</p>
1.PS.2 Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	
1.PS.2.a The position of an object can be described by locating it relative to another object or to the object’s surroundings. An object is in motion when its position is changing.	<p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Read: <i>Henry on Wheels</i> T114–T125</p>

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	<p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T44 T329 (Research Body Movements)</p> <p>Unit 3: <u>Leveled Readers</u> Just Dance (Procedural- How-to)</p>
<p>1.PS.2.b The motion of an object can be affected by pushing or pulling. A push or pull is a force that can make an object move faster, slower or go in a different direction. Changes in motion are a result of changes in energy.</p>	<p>For supporting content please see:</p> <p>Unit 1: <u>Selections</u> Read: <i>Henry on Wheels</i> T114–T125</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T44 T329 (Research Body Movements)</p> <p>Unit 3: <u>Leveled Readers</u> Just Dance (Procedural- How-to)</p>