

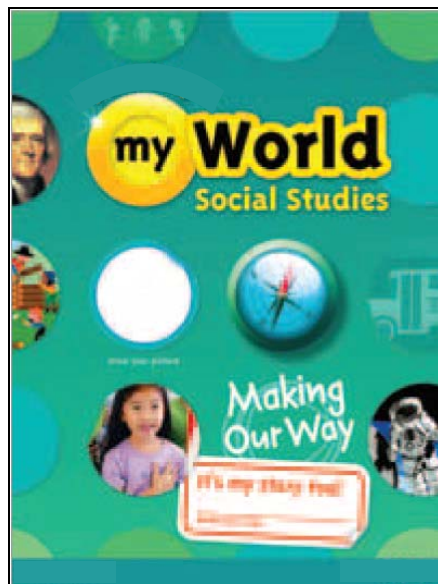
A Correlation of

**Savvas**

**myWorld Social Studies**

**Making Our Way**

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to the

**Common Core State Standards  
for English Language Arts**

**Grade One**

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| <b>Reading Standards for Informational Texts</b>   |  |
| <b>Key Ideas and Details</b>   |  |
| <b>1.RI.1.</b> Ask and answer questions about key details in a text.   | <b>SE:</b> Got It? 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 114, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185, Review and Assessment, 42–44, 78–80, 114–116, 150–152, 186–188<br><b>TG:</b> Check Comprehension, 14, 21, 25, 26, 35, 36, 38, 41, 42, 46, 47, 50, 61, 65, 67, 72, 75, 93, 96, 97, 105, 108, 111, 123, 136, 142; Ask Questions, 90, 123, 127, 132, 135, 136, 138, 139 |
| <b>1.RI.2.</b> Identify the main topic and retell key details of a text.   | <b>SE:</b> Main Idea and Details, 5, 17, 19, 31, 64, 67, 75, 86, 89, 90, 98, 101, 103, 106, 108–109, 112, 116, 123, 130, 143, 170, 179, 184<br><b>TG:</b> Main Ideas and Details, 64, 68, 72, 76, 78, 79, 83; Summarize, 17, 20, 26, 49, 65, 75, 100, 128, 14  |
| <b>1.RI.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <b>SE:</b> Cause and Effect, 4, 35, 53, 55, 57, 59, 62–63, 64, 70, 77, 80, 107, 138, 177; Sequence, 7, 129, 144, 160, 186<br><b>TG:</b> Cause and Effect, 35, 38, 42, 46, 50, 55; Sequence, 9, 122, 123, 127, 128, 133, 135, 138, 141  |

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| <b>Craft and Structure</b>  |  |
| <b>1.RI.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | <b>SE:</b> Vocabulary Preview, 12–13, 48–49, 84–85, 120–121, 156–157; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183<br><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107 |
| <b>1.RI.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | <b>SE:</b> 21 <sup>st</sup> Century Learning Online Tutor Checklist, 9; Reading Skills: Sequence, 162–163; Index, R11–R15<br><b>TG:</b> Research, 111, 133, 136; Picture Dictionary, 55  |
| <b>1.RI.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | <b>SE:</b> Graphic Skills, 72–73, 168–169; Reading Skills, 36–37, 62–63, 108–109, 134–135<br><b>TG:</b> Analyze Visuals, 3, 7, 21, 35, 36, 39, 41, 47, 54, 55, 61, 64, 67, 73, 75, 78, 83, 90, 94, 99, 100, 104, 119, 120, 123, 127, 128; Analyze Charts, 10; Analyze Maps, 65, 68, 76   |

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| <b>Integration of Knowledge and Ideas</b>  |   |
| <b>1.RI.7.</b> Use the illustrations and details in a text to describe its key ideas.  | <b>SE:</b> Graphic Skills, 72–73, 168–169; Reading Skills, 36–37, 62–63, 108–109, 134–135; Got It? 17, 21, 27, 31, 35, 41, 53, 57, 61, 67, 71, 77, 89, 93, 99, 103, 107, 114, 125, 129, 133, 139, 143, 147, 161, 167, 173, 177, 181, 185; Review and Assessment, 42–44, 78–80, 114–116, 150–152, 186–188<br><b>TG:</b> Analyze Visuals, 3, 7, 21, 35, 36, 39, 41, 47, 54, 55, 61, 64, 67, 73, 75, 78, 83, 90, 94, 99, 100, 104, 119, 120, 123, 127, 128; Analyze Charts, 10; Analyze Maps, 65, 68, 76 |
| <b>1.RI.8.</b> Identify the reasons an author gives to support points in a text.   | <b>SE:</b> Fact and Opinion, 2–3, 14, 21, 25, 29, 33, 36, 38, 41, 43, 53, 71, 139<br><b>TG:</b> Fact and Opinion, 6, 10, 15, 17, 20, 22, 25   |
| <b>1.RI.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <b>SE:</b> Compare and Contrast, 6, 27, 53, 61, 93, 99, 113, 125, 128, 133, 134–135, 141, 147, 150, 165, 167, 173, 176, 181, 185<br><b>TG:</b> Compare and Contrast, 15, 21, 25, 90, 93, 96, 99, 104, 107, 108, 110, 111, 122, 138, 139, 141  |

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| <b>Range of Reading and Level of Text Complexity</b>   |   |
| <p><b>1.RI.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p><b>SE:</b> Chapter Openers, 10–13, 46–49, 82–85, 118–121, 154–157; Reading Skills, 36–37, 62–63, 108–109, 134–135</p> <p><b>TG:</b> Leveled Reader, 2, 31, 60, 89, 118; also see Differentiated Instruction activities in every lesson allow students to learn social studies knowledge and skills at their own level.</p> <p>Key:</p> <p><b>L1:</b> Special Needs<br/> <b>L2:</b> Extra Support<br/> <b>L3:</b> On-level<br/> <b>L4:</b> Challenge</p> <p>Research Activities, 111: L2-L4; 133: L1-L4; 136: L1-L4</p> |

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| <b>Writing Standards</b>  |   |
| <b>Text Types and Purposes</b>  |   |
| <b>1.W.1.</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         | <b>SE:</b> Keys to Good Writing, 8; Fact and Opinion: Write, 21, 41, 53; myStory Ideas, 161<br><b>TG:</b> Differentiated Instruction: Advertisement, 47: L2-L4; Commercial, 79: L2-L4   |
| <b>1.W.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   | <b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186<br><b>TG:</b> Differentiated Instruction: Captions, 10: L1-L4; 33: L1-L4; 91: L1-L4; Write Clues, 18: L1-L4; 42: L1-L4; Write Statements, 23: L1-L4; Explanatory Sentence, 42: L1-L4; 73: L2-L4; Write Paragraph, 39: L1-L4; 76: L2-L4; 81: L2-L4; 111: L2-L4; 119: L1-L4; Write Descriptions, 62: L1-L4; Label, 94: L2-L4 |
| <b>1.W.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | <b>SE:</b> Keys to Good Writing, 8; myStory Book, 45, 189; myStory Ideas, 57, 81, 129, 139<br><b>TG:</b> Make a Book, 73, 84, 94, 142   |
| <b>1.W.4.</b> (Begins in Grade 3)   |   |

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| <b>Production and Distribution of Writing</b>   |   |
| <p><b>1.W.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p><b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186</p> <p><b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: : L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27: L2-L4; 56: L2-L4; 85: L2-L4; 114: L2-L4; 143: L2-L4</p> |
| <p><b>1.W.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>               | <p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor Checklist, 9; Keys to Good Writing, 8; E-Mail, 183</p> <p><b>TG:</b> Use a Computer, 84; also see: Differentiated Instruction: Make a Book, 73: L2-L4; 84: L2-L4; 94: L2-L4; 142: L1-L4; Commercial, 79: L2-L4; Advertisement, 47: L2-L4; Poster, 15: L1-L4; 26: L1-L4; Make a Card, 7: L1-L4; 105: L2-L4</p>   |



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| <b>Research to Build and Present Knowledge</b>  |   |
| <b>1.W.7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | <b>SE:</b> Keys to Good Writing, 8; How We Learn About History, 170–173; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186<br><b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27: L2-L4; 56: L2-L4; 85: L2-L4; 114: L2-L4; 143: L2-L4 |
| <b>1.W.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      | <b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186<br><b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L1-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27, 56, 85, 114, 143   |
| <b>1.W.9.</b> (Begins in Grade 4)   |   |
| <b>Range of Writing</b>   |   |
| <b>1.W.10.</b> (Begins in Grade 4)  |   |

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| <b>Speaking and Listening Standards</b>  |   |
| <b>Comprehension and Collaboration</b>   |   |
| <p><b>1.SL.1.</b> Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Many opportunities exist in Savvas <b>myWorld Social Studies</b> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p><b>SE:</b> Envision It! 14, 18, 24, 28, 32, 38, 50, 54, 58, 64, 68, 86, 90, 96, 100, 104, 110, 122, 126, 130, 136, 140, 144, 158, 164, 170, 174, 178, 182</p> <p><b>TG:</b> Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4; Pair/Group Work, 7: L1-L4; 15: L1-L4; 23: L1-L4; 36: L2-L4; 52: L2-L4; 65: L2-L4; 68: L2-L4; 70: L1-L4; 76: L2-L4; 81: L2-L4; 84: L1-L4; 102: L2-L4; 108: L2-L4; 113: L1-L4; 123: L1-L4; 130: L1-L4; 139: L1-L4; 142: L1-L4; Group Work, 15: L1-L4; 108: L2-L4</p> |

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| <p><b>1.SL.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>                   | <p>Opportunities to address this standard may be found on pages:<br/> <b>SE:</b> myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154, Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183<br/> <b>TG:</b> Ask Questions, 90, 123, 127, 132, 135, 136, 138, 139; Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; My World and Me, 29, 58, 87, 116, 145; Differentiated Instruction: Interview, 50: L2-L4</p>  |
| <p><b>1.SL.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Opportunities to address this standard may be found on pages:<br/> <b>SE:</b> myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154; Collaboration and Creativity: Conflict and Cooperation, 22–23<br/> <b>TG:</b> Ask Questions, 90, 123, 132, 135, 136, 138, 139; Differentiated Instruction: Interview, 50: L2-L4; Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4</p> |

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| <b>Presentation of Knowledge and Ideas</b>  |   |
| <b>1.SL.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.        | <p><b>SE:</b> Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183</p> <p><b>TG:</b> Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 127: L2-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4</p> |
| <b>1.SL.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | <p><b>SE:</b> Draw (images, maps), 10, 19, 23, 42, 45, 46, 65, 75, 81, 82, 87, 95, 117, 118, 127, 141, 145, 150, 153, 171, 175, 189; Graphic Skills, 72–73, 168–169</p> <p><b>TG:</b> Differentiated Instruction: Make a Card, 7: L1-L4; 105: L2-L4; Poster, 15: L1-L4; 26: L1-L4; Advertisement, 47: L2-L4; Make a Chart, 52: L2-L4; 55: L2-L4; Picture Dictionary, 55: L2-L4; Commercial, 79: L2-L4; Draw, 4: L1-L4; 10: L1-L4; 12: L1-L4; 33: L1-L4; 39: L1-L4; 44: L2-L4; 50: L2-L4; 55: L2-L4; 65: L2-L4; 73: L2-L4; 79: L2-L4; 81: L2-L4; 91: L1-L4; 100: L1-L4; 105: L2-L4; 108: L2-L4; 119: L1-L4; 128: L1-L4; 136: L1-L4; Clay Model, 26: L1-L4; Timeline, 129: L2-L4; 130: L1-L4</p>                        |

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| <b>1.SL.6.</b> Produce complete sentences when appropriate to task and situation. | <p><b>SE:</b> Envision It! 14–15, 18–19, 24–25, 28–29, 32–33, 38–39, 50–51, 54–55, 58–59, 64–65, 68–69, 86–87, 90–91, 96–97, 100–101, 104–105, 110–111, 122–123, 126–127, 130–131, 136–137, 140–141, 144–145, 158–159, 164–165, 170–171, 174–175, 178–179, 182–183</p> <p><b>TG:</b> Big Question, 23, 29, 32, 58, 61, 87, 90, 116, 119, 145; Differentiated Instruction: Discussion, 7: L1-L4; 12: L1-L4; 18: L1-L4; 21: L1-L4; 26: L1-L4; 42: L1-L4; 47: L2-L4; 50: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 65: L2-L4; 70: L1-L4; 73: L2-L4; 79: L2-L4; 84: L1-L4; 91: L1-L4; 97: L2-L4; 100: L1-L4; 102: L2-L4; 105: L2-L4; 111: L2-L4; 113: L1-L4; 119: L1-L4; 128: L1-L4; 139: L1-L4; 142: L1-L4; Role-Play/Skit, 4: L1-L4; 47: L2-L4; 108: L2-L4; 139: L1-L4; Pair/Group Work, 7: L1-L4; 15: L1-L4; 23: L1-L4; 36: L2-L4; 52: L2-L4; 65: L2-L4; 68: L1-L4; 70: L1-L4; 76: L2-L4; 81: L2-L4; 84: L1-L4; 102: L2-L4; 108: L2-L4; 113: L1-L4; 123: L2-L4; 130: L2-L4; 139: L1-L4; 142: L1-L4; Support English Language Learners 127: L2-L4, Interview, 50: L2-L4</p> |

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| <b>Language Standards</b>  |  |
| <b>Conventions of Standard English</b>   |  |
| <p><b>1.L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in Savvas <b><i>myWorld Social Studies</i></b>.</p> <p><b>SE:</b> Keys to Good Writing, 8; Writing, 8, 15, 55, 60, 61, 63, 65, 78, 79, 89, 98, 99, 113, 115, 116, 129, 151, 180, 185, 186</p> <p><b>TG:</b> Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 10: L1-L4; 15: L1-L4; 18: L1-L4; 21: L1-L4; 23: L1-L4; 26: L1-L4; 33: L1-L4; 39: L1-L4; 42: L1-L4; 47: L2-L4; 52: L2-L4; 55: L2-L4; 62: L1-L4; 70: L1-L4; 73: L2-L4; 76: L2-L4; 79: L2-L4; 81: L2-L4; 84: L1-L4; 91: L1-L4; 94: L2-L4; 100: L1-L4; 105: L2-L4; 111: L2-L4; 119: L1-L4; 136: L2-L4; 142: L1-L4; Chapter Review and Assessment: Writing Activity, 27: L2-L4; 56: L2-L4; 85: L2-L4; 114: L2-L4; 143: L2-L4</p> |

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to the  
Common Core State Standards for English Language Arts  
Grade One**

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| <p><b>1.L.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> | <p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in Savvas <i>myWorld Social Studies</i>.</p> <p><b>SE:</b> The Writing Process, 9; The Writing Traits, 10; Write, 21, 21, 23, 33, 51, 57, 59, 71, 75, 76, 87, 103, 115, 123, 135, 137, 147, 152, 153, 154, 167, 182, 184, 215, 218, 219, 220, 231, 239, 245, 251, 259, 262, 273, 279, 287, 289, 296, 297, 298; myStory Book, 41, 77, 125, 155, 185, 221, 263</p> <p><b>TG:</b> Chapter Review and Assessment: Writing Activity, 21, 48, 83, 106, 129, 156, 187, 214; Differentiated Instruction: Writing Activities, 4: L1-L4; 10: L1-L4; 128: L1-L4</p> |
| <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>   | <p><b>SE:</b> Vocabulary Preview, 12–13, 48–49, 84–85, 120–121, 156–157; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183; myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154</p> <p><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107</p>  |

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| <b>1.L.3. Knowledge of Language</b> (Begins in Grade 2)   |  |
| <b>Vocabulary Acquisition and Use</b>   |  |
| <p><b>1.L.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).</p> | <p>Students acquire new vocabulary in each lesson of Savvas’ <b><i>myWorld Social Studies</i></b>. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p><b>SE:</b> Vocabulary Preview, 12–13, 48–49, 84–85, 120–121, 156–157; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183; myStory Book, 45, 81, 117, 153, 189; also see: myStory Spark, 10, 46, 82, 118, 154</p> <p><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107</p> |



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| <p><b>1.L.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. 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 or by acting out the meanings.</p> | <p>Vocabulary activities in Savvas' <i>myWorld Social Studies</i> reinforce classroom language arts instruction.</p> <p><b>SE:</b> Vocabulary Preview, 12–13, 48–49, 84–85, 120–121, 156–157; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183</p> <p><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107</p> |
| <p><b>1.L.6.</b> 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>SE:</b> Vocabulary Preview, 12–13, 48–49, 84–85, 120–121, 156–157; Vocabulary, 15, 19, 25, 29, 33, 39, 51, 55, 59, 65, 69, 87, 91, 97, 101, 105, 111, 123, 127, 131, 137, 141, 145, 159, 165, 171, 175, 179, 183</p> <p><b>TG:</b> Academic Vocabulary, 3, 6, 9, 26, 32, 35, 39, 61, 76, 83, 90, 105, 119, 120, 127, 128, 132, 133, 142; Content and Language, 6, 9, 14, 17, 20, 25, 35, 38, 41, 49, 54, 67, 72, 75, 78, 83, 104, 107</p>  |