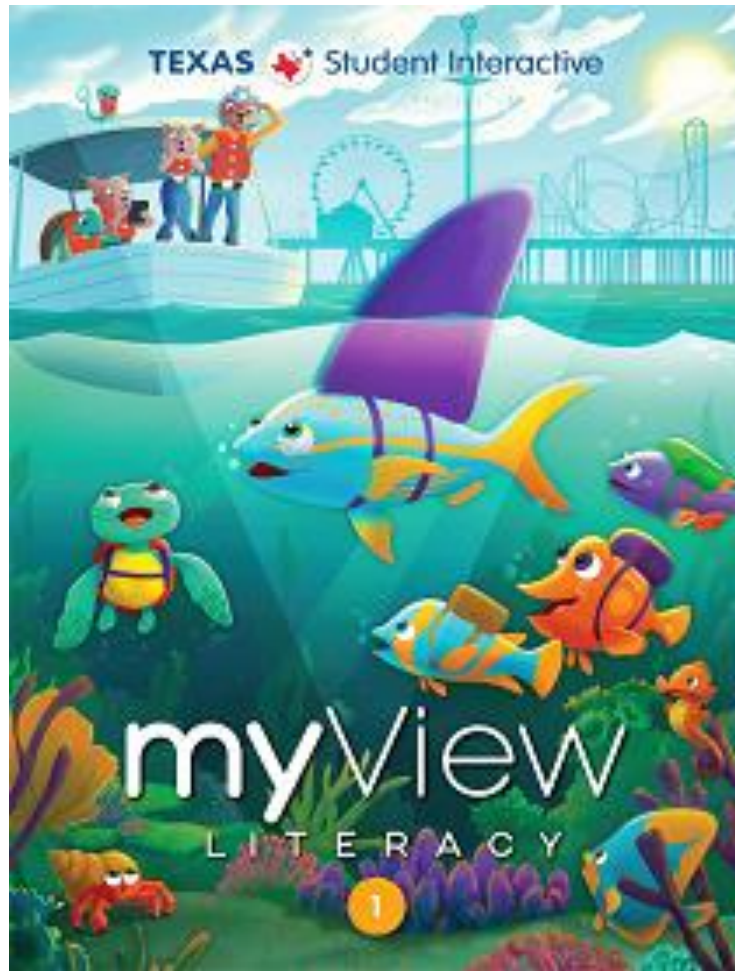


A Correlation of



©2019

To the
**Texas Essential Knowledge and Skills
for Social Studies
Grade 1**

A Correlation of Texas myView Literacy, Grade 1, ©2019 to the Texas Essential Knowledge and Skills for Social Studies

Introduction

This document demonstrates how *Texas myView Literacy* content for Grade 1 meets the Texas Essential Knowledge and Skills for Social Studies, Grade 1. References are to the Teacher Edition.

Texas myView, ©2019 is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

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<p align="center">Texas Essential Knowledge and Skills for Social Studies Grade 1</p>	<p align="center">Texas myView Literacy Grade 1, ©2019</p>
<p>Grade 1 – Knowledge and Skills</p>	
<p>(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p>	
<p>(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and</p>	<p>Unit 1: Matching Texts to Learning: <i>We Celebrate Together</i>, T39 Matching Texts to Learning: <i>Fourth of July</i>, T256 Unit 4: Interact with Sources: Explore the Poem, “What Is America?”, T244-T245 Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 Unit 5: Matching Texts to Learning: <i>The Holiday Seasons</i>, T39</p>
<p>(B) compare the observance of holidays and celebrations, past and present.</p>	<p>Unit 1: Matching Texts to Learning: <i>Parades</i>, T186 Matching Texts to Learning: <i>Fourth of July</i>, T256 Unit 4: Cross-Curricular Perspectives: Social Studies, Jackie Robinson Day, T131 Interact with Sources: Explore the Poem, “What Is America?”, T244-T245 Unit 5: Matching Texts to Learning: <i>The Holiday Seasons</i>, T39 Cross-Curricular Perspectives: Social Studies, May Day, T44 Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 Cross-Curricular Perspectives: Social Studies, Celebrate Holidays, T267 Cross-Curricular Perspectives: Social Studies, Winter Holidays, T338</p>

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<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	
<p>(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;</p>	<p>Unit 4: Making History, T12 Introduce the Unit: Making History, T12 Unit Video: "People from the Past," T12 Student Interactive: Martin Luther King, Jr. T99 <i>Jackie Robinson</i>, T120-131 Cross-Curricular Perspectives: Social Studies, Jackie Robinson, T127 Matching Texts to Learning: <i>Heroes in the Hills</i>, T262 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T345</p>
<p>(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and</p>	<p>Unit 3: Interact with Sources: Explore the Infographic (Alexander Graham Bell), T172-T173 Cross-Curricular Perspectives: Social Studies, Artist, T196 Unit 4: <i>Through Georgia's Eyes</i>, T42-T56 Read Aloud: From Horse to Car (Henry Ford), T188-T189 Leveled Passages: American Progress: Susan B. Anthony</p>
<p>(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347</p>

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Texas Essential Knowledge and Skills for Social Studies Grade 1	Texas myView Literacy Grade 1, ©2019
(3) History. The student understands the concepts of time and chronology. The student is expected to:	
(A) distinguish among past, present, and future;	<p>Unit 3: Interact with Sources: Explore the Poem (Past/Future), T242-T243</p> <p>Unit 4: Matching Texts to Learning: <i>In the Past</i>, T192 Matching Texts to Learning: <i>Pioneer Village</i>, T336</p>
(B) describe and measure calendar time by days, weeks, months, and years; and	<p>Unit 2: Cross-Curricular Perspectives: Science, Tadpole Stage (months/years), T46 Read Aloud: Growing Food for the Table (weeks), T106-T107</p> <p>Unit 5: Cross-Curricular Perspectives: Social Studies/Science, Northern Places (days), T50</p>
(C) create a calendar and simple timeline.	<p>For supporting content please see:</p> <p>Unit 2: Interact with Sources: Explore the Time Line, T234-T235</p> <p>Unit 3: Formative Assessment: Conference Prompts, Adverbs That Convey Time (use calendar), T300</p> <p>Unit 4: Interact with Sources: Explore the Time Line, T20-T21 Small Group: Strategy Group, ELL Targeted Support, T40 Minilesson: Generate Ideas, Draw a time line, T91</p>
(4) Geography. The student understands the relative location of places. The student is expected to:	
(A) locate places using the four cardinal directions; and	<p>For opportunities to address this standard please see:</p> <p>Unit 1: Infographic: What Is in a Neighborhood? Leveled Passages: Walking to School</p>

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<p>(B) describe the location of self and objects relative to other locations in the classroom and school.</p>	<p>For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i>, T336-T341 Leveled Passages: Walking to School</p>
<p>(5) Geography. The student understands the purpose of maps and globes. The student is expected to:</p>	
<p>(A) create and use simple maps such as maps of the home, classroom, school, and community; and</p>	<p>Unit 1: <i>Making a Map</i>, T336-T341 Cross-Curricular Perspectives: Social Studies, Cartographer, T338</p>
<p>(B) locate the community, Texas, and the United States on maps and globes.</p>	<p>For supporting content please see: Unit 1: Interact with Sources: Explore the Infographic, Kinds of Neighborhoods (Urban, Suburban, Rural, T314-T315 Read Aloud: How to Describe Your Neighborhood, T328-T329 <i>Making a Map</i>, T336-T341</p>

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<p>(6) Geography. The student understands various physical and human characteristics. The student is expected to:</p>	
<p>(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;</p>	<p>Unit 1: <i>The Blackout</i> (weather), T42-T49 Read Aloud: How to Describe Your Neighborhood, T328-T329</p> <p>Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i>, T322</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T46 Cross-Curricular Perspectives: Social Studies, Georgia O'Keefe, T50 Cross-Curricular Perspectives: Social Studies, New Mexico, T53</p> <p>Unit 5: Interact with Sources: Explore the Infographic, Seasons of an Apple Tree, T20-T21 Minilesson: Informational Text, T36-T37 Matching Texts to Learning: <i>Summer</i>, T38 Matching Texts to Learning: <i>Fall</i>, T38 Matching Texts to Learning: <i>Wild Weather</i>, T39 <i>Every Season</i>, T42-T51 <i>Seasons Around the World</i>, T116-T123 Matching Texts to Learning: <i>Spring!</i>, T113 Matching Texts to Learning: <i>Winter!</i>, T113</p>
<p>(B) identify examples of and uses for natural resources in the community, state, and nation; and</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Matching Texts to Learning: <i>Earth Day</i>, T332</p> <p>Unit 2: Matching Texts to Learning: <i>A Walk in the Woods</i>, T322</p> <p>Unit 5: Matching Texts to Learning: <i>Soil</i>, T39</p>

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<p>(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location</p>	<p>Unit 1: Introduce the Unit: My Neighborhood, T12 Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Matching Texts to Learning: <i>Erin's Neighborhood</i>, T111 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Read Aloud: How to Describe Your Neighborhood, T328-T329</p> <p>Unit 5: <i>Every Season</i>, T42-T51 Cross-Curricular Perspectives: Social Studies/Science, Northern Places, T50 <i>Seasons Around the World</i>, T116-T123</p>
<p>(7) Economics. The student understands how families meet basic human needs. The student is expected to:</p>	
<p>(A) describe ways that families meet basic human needs; and</p>	<p>Unit 1: Matching Texts to Learning: <i>Homes</i>, T110 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 2: Read Aloud: Growing Food for the Table, T106-T107</p>
<p>(B) describe similarities and differences in ways families meet basic human needs.</p>	<p>Unit 1: Matching Texts to Learning: <i>Homes</i>, T110 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 2: Read Aloud: Growing Food for the Table, T106-T107</p>

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<p>(8) Economics. The student understands the concepts of goods and services. The student is expected to:</p>	
<p>(A) identify examples of goods and services in the home, school, and community</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>A Garden</i>, T256 Matching Texts to Learning: <i>Yard Sale</i>, T257 Matching Texts to Learning: <i>Our Community Center</i>, T257</p> <p>Unit 4: Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>Here's Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329 Matching Texts to Learning: <i>A Restaurant</i>, T336 Decodable Reader: <i>Plum Jam</i>, T351</p>
<p>(B) identify ways people exchange goods and services; and</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Matching Texts to Learning: <i>Yard Sale</i>, T257 Leveled Passages: Workers in the Neighborhood</p> <p>Unit 4: Read Aloud: The First Thanksgiving/A Big Feast, T258-T259 Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>A Restaurant</i>, T336</p>

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<p>(C) identify the role of markets in the exchange of goods and services.</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, What Is in a Neighborhood?, T92-T93 Interact with Sources: Explore the Infographic, Neighborhood Activities, T238-T239 Unit 4: Cross-Curricular Perspectives: Social Studies, Georgia O’Keefe, T55 Matching Texts to Learning: <i>Goods and Services</i>, T263 Matching Texts to Learning: <i>A Restaurant</i>, T336</p>
<p>(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p>	
<p>(A) identify examples of people wanting more than they can have;</p>	<p>For opportunities to address this standard please see: Unit 1: Matching Texts to Learning: <i>Homes</i>, T110 Matching Texts to Learning: <i>A Garden</i>, T256 <i>Garden Party: Community Garden</i>, T260-T265 Unit 2: Read Aloud: Growing Food for the Table, T106-T107</p>
<p>(B) explain why wanting more than they can have requires that people make choices; and</p>	<p>For opportunities to address this standard please see: Unit 1: Matching Texts to Learning: <i>Homes</i>, T110 Matching Texts to Learning: <i>A Garden</i>, T256 Matching Texts to Learning: <i>Yard Sale</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265 Unit 2: Read Aloud: Growing Food for the Table, T106-T107 Unit 4: Matching Texts to Learning: <i>A Restaurant</i>, T336</p>
<p>(C) identify examples of choices families make when buying goods and services.</p>	<p>Unit 1: Matching Texts to Learning: <i>Yard Sale</i>, T257 Unit 4: Matching Texts to Learning: <i>A Restaurant</i>, T336</p>

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(10) Economics. The student understands the value of work. The student is expected to:	
(A) describe the components of various jobs and the characteristics of a job well performed; and	<p>Unit 1: Crossing Guards, T193 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 2: Matching Texts to Learning: <i>What Will I Be?</i>, T252 Read Aloud: A Visit to the Dentist, T318-319</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, Artist, T196 Read Aloud: Why Kids Need Chores, T327-T328</p> <p>Unit 4: Matching Texts to Learning: <i>Here's Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329</p>
(B) describe how specialized jobs contribute to the production of goods and services.	<p>Unit 1: Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265</p> <p>Unit 2: Read Aloud: A Visit to the Dentist, T318-319</p> <p>Unit 4: Matching Texts to Learning: <i>Here's Your Mail</i>, T263 Decodable Story: <i>Nurse Joy</i>, T328-T329</p>
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	
(A) explain the purpose for rules and laws in the home, school, and community; and	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Rules, T118 Interact with Sources: Explore the Diagram, Traffic Signals, T168-T169 Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 <i>Look Both Ways!</i>, T190-T195</p>

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<p>(B) identify rules and laws that establish order, provide security, and manage conflict.</p>	<p>Unit 1: Read Aloud: Signs in Your Neighborhood, T182-T183 Matching Texts to Learning: <i>Follow the Rules</i>, T186 <i>Look Both Ways!</i>, T190-T195 Cross-Curricular Perspectives: Social Studies, Pedestrians, T192</p>
<p>(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:</p>	
<p>(A) identify the responsibilities of authority figures in the home, school, and community;</p>	<p>For opportunities to address this standard please see: Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 Cross-Curricular Perspectives: Social Studies, Eleanor Roosevelt, T347</p>
<p>(B) identify and describe the role of a good citizen in maintaining a constitutional republic.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265 Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i>, T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>

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<p>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p>	
<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265</p>
<p>(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and</p>	<p>Unit 4: Interact with Sources: Explore the Infographic, Helpful Heroes (Clara Barton, Booker T. Washington, Sacagawea), T318-319 <i>Eleanor Roosevelt</i>, T340-T347 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387</p>
<p>(C) identify other individuals who exemplify good citizenship.</p>	<p>Unit 1: Read Aloud: Trash on the Trail, T34-T35 Matching Texts to Learning: <i>We Celebrate Together</i>, T39 Matching Texts to Learning: <i>Do You Need a Bag?</i>, T39 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Our Community Center</i>, T257 <i>Garden Party: Community Garden</i>, T260-T265 <i>Click, Clack, Click!</i> (community center), T266-T271 Unit 4: Read Aloud: Giving Away a Fortune (Chuck Feeney), T332-T333</p>

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	
(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;	Unit 4: Minilesson: Informational Text (Statue of Liberty), T260-T261 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387
(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	For supporting content please see: Unit 4: Decodable Story: <i>Raise the Flag</i> , T254-T255 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387
(C) identify anthems and mottoes of Texas and the United States;	For opportunities to address this standard please see: Unit 4: Explore the Poem: What is America? Decodable Story: <i>Raise the Flag</i> , T254-T255 from <i>What Is the Story of Our Flag?</i> , T266-T271 from <i>The First American Flag</i> , T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274
(D) explain and practice voting as a way of making choices and decisions;	Unit 4: Introduce the Text, Preview Vocabulary, T340 Student Interactive: Vote, T346 Minilesson: Develop Vocabulary T348-T349 ELL Targeted Support, T348 Student Interactive: Vote, T443 Unit 5: Small Group: Strategy Group, ELL Targeted Support, Beginning, T142

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<p>(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and</p>	<p>Unit 1: Matching Texts to Learning: <i>We Celebrate Together</i>, T39 Matching Texts to Learning: <i>Parades</i>, T186 Matching Texts to Learning: <i>Fourth of July</i>, T256</p>
<p>(F) identify Constitution Day as a celebration of American freedom.</p>	<p>For opportunities to address this standard please see: Unit 4: Explore the Poem: What is America? Decodable Story: <i>Raise the Flag</i>, T254-T255 from <i>What Is the Story of Our Flag?</i>, T266-T271 from <i>The First American Flag</i>, T272-T275 Cross-Curricular Perspectives: Social Studies, Flag, T274</p>
<p>(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:</p>	
<p>(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and</p>	<p>Unit 1: Matching Texts to Learning: <i>We Celebrate Together</i>, T39 Matching Texts to Learning: <i>Parades</i>, T186 Matching Texts to Learning: <i>Follow the Rules</i>, T186 Matching Texts to Learning: <i>Good Neighbors</i>, T187 Matching Texts to Learning: <i>Community Cook-Off</i>, T256 Matching Texts to Learning: <i>Our Community Center</i>, T257 Small Group: On-Level and Advanced: Inquiry, T258 <i>Garden Party: Community Garden</i>, T260-T265 Cross-Curricular Perspectives: Social Studies, Community Garden, T262 <i>Click, Clack, Click!</i> (community center), T266-T271 Cross-Curricular Perspectives: Social Studies, Music, T269 Matching Texts to Learning: <i>Earth Day</i>, T332</p>

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<p>(Continued) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and</p>	<p>(Continued) Unit 3: Cross-Curricular Perspectives: Social Studies, Moral of Fable, T269 <i>Thumbs Up for Art and Music!</i>, T334-T339 Interact with Sources: Explore the Infographic (Types of Music), T312-T313 Read Aloud: Why Kids Need Chores, T327-T328 Project-Based Inquiry: Integrate your Instruction, Social Studies, T379 Unit 4: Matching Texts to Learning: <i>Pioneer Village</i>, T336 Unit 5: Matching Texts to Learning: <i>Summer</i>, T38 Matching Texts to Learning: <i>Fall</i>, T38 Matching Texts to Learning: <i>The Holiday Seasons</i>, T39 <i>Every Season</i>, T42-T51 Matching Texts to Learning: <i>Spring!</i>, T113 Matching Texts to Learning: <i>Winter!</i>, T113 <i>Seasons Around the World</i>, T116-T123 Interact with Sources: Explore the Infographic, Seasonal Activities, T166-T167 Read Aloud: Fall is the Best Season, T180-T181 Cross-Curricular Perspectives: Social Studies, Autumn Festivals/Celebrations, T267 Cross-Curricular Perspectives: Social Studies, Winter Festival/Carnevale, T338</p>

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<p>(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities</p>	<p>Unit 3: Read Aloud: The Lion and the Mouse, T34-T35 Minilesson: Fable, T36-T37 Matching Texts to Learning: <i>Donna Mouse in the City</i>, T38 <i>The Ant and the Grasshopper</i>, T42-T51 Cross-Curricular Perspectives: Social Studies, Aesop, T44 Minilesson: Write to Sources, T68-T69 <i>The Clever Monkey: A folktale from West Africa</i>, T116-T129 Decodable Story: <i>The Race</i>, T104-T105 Minilesson: Folktale, T110-T111 Matching Texts to Learning: <i>Stone Soup</i>, T113 Matching Texts to Learning: <i>The Elves and the Shoemaker</i>, T113 Small Group: On-Level and Advanced, T114 Cross-Curricular Perspectives: Social Studies, Folktales, T129 Read Aloud: The Goose and the Golden Egg: T256-T257 Minilesson: Fable, T258-T259 <i>The Cow and the Tiger</i>, T264-T269 Cross-Curricular Perspectives: Social Studies, Moral of Fable, T269 Project-Based Inquiry: Integrate your Instruction, Social Studies, T379</p>
<p>(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:</p>	
<p>(A) describe how technology changes the ways families live;</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Unit 3: Read Aloud: Before: T187 Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Small Group: On-Level and Advanced: Inquiry, T194</p>

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<p>(B) describe how technology changes communication, transportation, and recreation; and</p>	<p>Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Cross-Curricular Perspectives: Social Studies, Cartographer, T338</p> <p>Unit 3: Read Aloud: Think Big/Before: T187 Cross-Curricular Perspectives: Social Studies, Piano, T338</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Decodable Story: <i>Cars by Bob</i>, T184-T185 Read Aloud: From Horse to Car, T188-T189 <i>Before the Railroad Came</i>, T196-T201</p>
<p>(C) describe how technology changes the way people work.</p>	<p>For supporting content please see:</p> <p>Unit 1: Cross-Curricular Perspectives: Social Studies, Radio, T49 Cross-Curricular Perspectives: Social Studies, Cartographer, T338</p> <p>Unit 3: Read Aloud: Think Big/Before: T187 Cross-Curricular Perspectives: Social Studies, Piano, T338</p> <p>Unit 4: Interact with Sources: Explore the Infographic, Technology in Our Lives, T174-T175 Decodable Story: <i>Cars by Bob</i>, T184-T185 Read Aloud: From Horse to Car, T188-T189 <i>Before the Railroad Came</i>, T196-T201</p>

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<p>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p>	
<p>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;</p>	<p>Unit 1: Procedural Text, T330-T331 Read Like a Writer, Write for a Reader, T364-T365 Conduct Research, T406</p> <p>Unit 2: Conduct Research, T396</p> <p>Unit 3: Introduce the Project, T400 Next Steps, T401 Next Steps, T403 Conduct Research, T404</p> <p>Unit 4: Conduct Research, T412 Interview a Person, T412</p> <p>Unit 5: Next Steps, T403 Conduct Research, T404 Create a Fact Sheet, T406</p>

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<p>(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and</p>	<p>Unit 1: Interact with Sources: Explore the Infographic, T20-T21 Use Print Sources, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410</p> <p>Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 Critical Literacy: Compare Viewpoints, T398 Search Online, T398</p> <p>Unit 3: Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404</p> <p>Unit 4: Critical Literacy: Build Background, T408 Interview a Person, T412</p> <p>Unit 5: Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406</p>

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<p>(C) sequence and categorize information.</p>	<p>Unit 1: Word Work Strategy Group, T208 ELL Targeted Support, T329</p> <p>Unit 2: Minilesson: Informational Text (sequence), T108-T109 Small Group: Strategy Group, Find Text Structure, T130 Minilesson: Read Like a Writer, Write for a Reader, T144-T145</p> <p>Unit 4: Spotlight on Genre: Biography, T114-T115 Small Group: Strategy Group, Identify Biography, T118 Minilesson: Use Text Structure (Chronological Order), T138-T139 Small Group: Strategy Group, Use Text Structure, T140 Matching Texts to Learning: <i>Making Maple Syrup</i>, T193</p> <p>Unit 5: Picture Dictionary: How to Use a Picture Dictionary, T430-T431</p>

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<p>(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p>	
<p>(A) express ideas orally based on knowledge and experiences; and</p>	<p>Unit 1: Turn, Talk, and Share, T37 ELL Targeted Support: Instructional Conversation, T212 Minilesson: Talk About It, T288 Writing Support, T377 Minilesson: How to Celebrate, T377 Celebrate and Reflect: Share, T412 Book Club Routine, T416 Book Club, T418-T419</p> <p>Unit 2: Turn, Talk, and Share, T37 Reflect and Share, T138-T139 Writing Club, T87 Writing Club, T159 Minilesson: Talk About It, T278 Book Club, T408-T411 Book Club, T412-T413</p> <p>Unit 3: Writing Club, T89 Writing Club, T167 Whole Group, T193 Reflect and Share, T146-T147 Reflect and Share: Talk About It, T216-T217 Book Club: T422-T423 Book Club: T428-T429</p> <p>Unit 4: Reflect and Share: Talk About It, T292 Share, T418 Book Club, T420-T421 Book Club, T426-T427</p> <p>Unit 5: Reflect and Share: Talk About It, T68 Whole Group, T199 Reflect and Share, T284-T285 Celebrate and Reflect: Share, T410 Book Club, T412-T413 Book Club, T426-T427</p>

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<p>(B) create and interpret visual and written material.</p>	<p>Unit 1: Extend Research: Incorporate Media, T410 Next Steps, T411</p> <p>Unit 2: Independent Writing, T155 Independent Writing, T156 Extend Research: Incorporate Media, T400 Independent Writing, T227</p> <p>Unit 3: ELL Targeted Support: Write an Opinion Text, T407 Extend Research: Incorporate Media, T408</p> <p>Unit 4: ELL Targeted Support: Write an Informational Essay, T415 Customize It!, T416</p> <p>Unit 5: Independent Writing, T156 Independent Writing, T226 Extend Research: Explore Props and Costumes, T408</p>
<p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	
<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Unit 1: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 2: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 3: Week 6: Project-Based Inquiry, Problem-Solving, T5 Read Aloud: Think Big, T186-T187</p> <p>Unit 4: Week 6: Project-Based Inquiry, Problem-Solving, T5</p> <p>Unit 5: Week 6: Project-Based Inquiry, Problem-Solving, T5</p>

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<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</p>	<p>For supporting content please see: Unit 1: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T381 Project-Based Inquiry: Integrate your Instruction, Social Studies, T381 Compare Across Texts: My Neighborhood, T382-T383 Unit 3: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T379 Project-Based Inquiry: Integrate your Instruction, Social Studies, T379 Compare Across Texts: Imagine That, T380-T381 Unit 4: Project-Based Inquiry: Integrate your Instruction, Quest Social Studies, T387 Project-Based Inquiry: Integrate your Instruction, Social Studies, T387 Compare Across Texts: Making History, T388-T389</p>