



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
INFORMATIONAL TEXT

Grade 2

English Language Arts Standards » Reading: Informational Text

Grade 2

Key Ideas and Details

<p>CCSS.ELA-Literacy .RI.2.1</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p align="center">SB</p>	<p>Solids and Liquids</p>	<p>All Grade 2 SRBs give students the opportunity to ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Examples: Solids and Liquids "Everything Matters," pp. 3-9 (embedded questions: how, which, what) "Heating and Cooling," pp. 53-58 (review question: why)</p> <p>Pebbles, Sand, and Silt "Making Things with Rocks," pp. 24-29 (how) "Where Is Water Found?" pp. 42-51 (where)</p> <p>Insects and Plants "Flowers and Seeds," pp. 18-26 (embedded questions: what, where; review questions: where) "Fossils," pp. 67-78 (embedded question: how; review questions: what, where, why)</p>
			<p>Pebbles, Sand, and Silt</p>	<p>"Everything Matters," pp. 3-9 (embedded questions: how, which, what) "Heating and Cooling," pp. 53-58 (review question: why)</p>
			<p>Insects and Plants</p>	<p>"Making Things with Rocks," pp. 24-29 (how) "Where Is Water Found?" pp. 42-51 (where)</p> <p>Insects and Plants "Flowers and Seeds," pp. 18-26 (embedded questions: what, where; review questions: where) "Fossils," pp. 67-78 (embedded question: how; review questions: what, where, why)</p>
		<p align="center">IG</p>	<p>Solids and Liquids</p>	<p>Examples: Solids and Liquids Inv. 1, Part 1, s17-18 (s17, embedded questions; s18, think-pair-share, review questions)</p>
			<p>Pebbles, Sand, and Silt</p>	<p>Inv. 2, Part 3, p. 123, s16-17 (s16, embedded questions) Inv. 3, Part 4, p. 164, s7-8 (embedded questions; think-pair-share)</p> <p>Pebbles, Sand, and Silt Inv. 1, Part 4, p. 74, s15-16 (s16, what, where) Inv. 2, Part 2, p. 106, s8-9 (s9, how, when, where, what) Inv. 3, Part 1, p. 142, s10-11 (s11, what, where, how, why)</p>
			<p>Insects and Plants</p>	<p>Insects and Plants Inv. 3, Part 2, p. 155, s19-20 (s20, how) Inv. 3, Part 3, p. 164, s12-13 (s13, what, how) Inv. 4, Part 2, p. 201, s18-19 (s19, why, which)</p>
		<p align="center">TR</p>	<p>Solids and Liquids</p>	<p>Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 3, 6, 8-11, 21-22</p>
			<p>Pebbles, Sand, and Silt</p>	
			<p>Insects and Plants</p>	

CCSS.ELA-Literacy .RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to identify main topics within the text. Examples: Solids and Liquids "Comparing Solids and Liquids," pp. 35-44 "Mix It Up!" pp. 45-52
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt "The Story of Sand," pp. 14-21 "What is in Soil?" pp. 36-39
			Insects and Plants	Insects and Plants "Flowers and Seeds," pp. 18-26 "Variation," pp. 32-38
		IG	Solids and Liquids	Examples: Solids and Liquids Inv. 3, Part 5, p. 172, s11-12 Inv. 4, Part 2, p. s15-16 (s16, bullets elicit main topic of text and paragraphs.)
Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 2, Part 2, p. 106, s8-9 (opportunity) Inv. 4, Part 2, p. 185, s7-8 (opportunity)			
Insects and Plants	Insects and Plants Inv. 1, Part 2, p. 76, s18-20 (s20, opportunity in think-pair-share) Inv. 2, Part 3, p. 121, s9-11 (s10, bullets 1-4, and s11, bullet 4, elicit main topics of text and paragraphs)			
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 4, 21-22, 24, 27, 28
			Pebbles, Sand, and Silt	
			Insects and Plants	

CCSS.ELA-Literacy .RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to describe connections in a text.
			Pebbles, Sand, and Silt	Examples: Solids and Liquids "Comparing Solids and Liquids," pp. 35-44 "Heating and Cooling," pp. 53-58
			Insects and Plants	Pebbles, Sand, and Silt "The Story of Sand," pp. 14-21 "Testing Soil," pp. 40-41 Insects and Plants "Flowers and Seeds," pp. 18-26 "Insect Life Cycles," pp. 44-52
		IG	Solids and Liquids	Examples: Solids and Liquids Inv. 1, Part 2, p. 68, s14-15 (connection between objects and materials) Inv. 4, Part 4, p. 215, s20-21 (connection between temperature change and change of state--heating, cooling, melting, freezing)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 2, Part 2, p. 106, s8-9 (sequence of events in sand formation) Inv. 4, Part 2, p. 190, s23-24 (steps in an experimental procedure)
			Insects and Plants	Insects and Plants Inv. 1, Part 2, p. 76, s18-19 (s19, bullets 2-3, connection between what organisms need and the habitat where they live) Inv. 2, Part 3, p. 121, s9-10 (connection between seeds and flowers and between these plant parts and reproduction/life cycle)
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 6, 8, 10, 21-22
			Pebbles, Sand, and Silt	
			Insects and Plants	

Craft and Structure				
CCSS.ELA-Literacy .RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to determine the meaning of words and phrases in a text relevant to a grade 2 subject area. Examples: Solids and Liquids
			Pebbles, Sand, and Silt	"Everything Matters," pp. 3-9 "Solid Objects and Materials," pp. 10-18 Pebbles, Sand, and Silt "What Is in Soil?" pp. 36-39 "States of Water," pp. 52-58
			Insects and Plants	Insects and Plants "Animals and Plants in Their Habitats," pp. 3-17 "Flowers and Seeds," pp. 18-26
		IG	Solids and Liquids	Examples: Solids and Liquids Inv. 1, Part 1, p. 60, s17-19 Inv. 3, Part 5, p. 172, s11-12 (Opportunity to determine meaning of property words.)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 1, Part 5, p. 80, s6-7 Inv. 2, Part 2, p. 106-107, s8, 10 Inv. 3, Part 5, p. 162, s13
			Insects and Plants	Insects and Plants Inv. 1, Part 2, p. 76, s18-19 Inv. 3, Part 3, p. 164, s12-14
		TR	Solids and Liquids	Same citation for <u>all three</u> Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 21-22, 24, 30-35
			Pebbles, Sand, and Silt	
			Insects and Plants	

<p>CCSS.ELA-Literacy .RI.2.5</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>SB</p>	<p>Solids and Liquids</p>	<p>All Grade 2 SRBs give students the opportunity to know and use various text features to locate key facts or information in a text.</p>
			<p>Pebbles, Sand, and Silt</p>	<p>Examples: Solids and Liquids, p. 2 (table of contents); pp. 59-60 (glossary) "Comparing Solids and Liquids," pp. 35-44 (captions/labels, bold print, subheading, electronic menus, icons)</p>
			<p>Insects and Plants</p>	<p>Pebbles, Sand, and Silt, p. 2 (table of contents); pp. 59-60 (glossary) "The Story of Sand," pp. 14-21 (captions/labels, bold print, subheading, electronic menu, icons) Insects and Plants, p. 2 (table of contents); pp. 79-80 (glossary) "Life Goes Around," pp. 53-66 (captions/labels, bold print, subheading, electronic menu, icons)</p>
		<p>IG</p>	<p>Solids and Liquids</p>	<p>Solids and Liquids Inv. 1, Part 1, p. 60, s17 (table of contents), s19 (glossary) Inv. 3, Part 5, p. 172, s11-12 (Opportunity to use captions/labels, icons, bold print, electronic menu.)</p>
			<p>Pebbles, Sand, and Silt</p>	<p>Pebbles, Sand, and Silt Inv. 1, Part 4, p. 74, s15-16 (cover, table of contents) Inv. 1, Part 5, p. 80, s6-7 (bold print) Inv. 2, Part 2, p. 107, s10 (glossary)</p>
			<p>Insects and Plants</p>	<p>Inv. 3, Part 5, p. 162, s13 (bold print, glossary) Insects and Plants Inv. 1, Part 2, p. 76, s18 (cover, table of contents, glossary)</p>
		<p>TR</p>	<p>Solids and Liquids</p>	<p>Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 4, 22, 24, 28-29, 35</p>
			<p>Pebbles, Sand, and Silt</p>	
			<p>Insects and Plants</p>	

CCSS.ELA-Literacy .RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to identify the main purpose of a text. Examples: Solids and Liquids "Solid Objects and Materials," pp. 10-18 (describe) "Towers," pp. 19-22 (compare) "Pouring," pp. 30-34 (explain)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt "Exploring Rocks," pp. 3-10 (describe) "Making Things with Rocks," pp. 24-29 (explain) "What Are Natural Resources?" pp. 30-35 (compare) "Where Is Water Found?" pp. 42-51 (answer, explain)
			Insects and Plants	Insects and Plants "Animals and Plants in Their Habitats," pp. 3-17 (explain) "Variation," pp. 32-38 (describe) "Insect Life Cycles," pp. 44-52 (explain, compare)
		IG	Solids and Liquids	Solids and Liquids Inv. 1, Part 4, p. 77, s2 (Opportunity to identify purposes of text: to explain, describe.)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 3, Part 5, p. 162, s12-13 (Opportunity to identify purposes of text: to compare, answer.) Inv. 4, Part 3, p. 194, s2-3 (Opportunity to identify purpose of text: to answer, explain.)
			Insects and Plants	Insects and Plants Inv. 1, Part 2, p. 76, s18-20 (Opportunity to identify purpose of text: to explain.) Inv. 3, Part 3, p. 164, s12-14 (Opportunity to identify purpose of text: to describe [variations/differences].) Inv. 5, Part 3, pp. 245-246, s14-16 (Opportunity to identify purposes of text: to explain, compare, trace sequence/cycle.)
		TR	Solids and Liquids	Purpose of text not specifically addressed in SCLD, except in context of <u>writing</u> for different purposes (descriptive, persuasive, narrative, expository):
			Pebbles, Sand, and Silt	Science-Centered Language Development chapter, pp. 13-15
			Insects and Plants	

Integration of Knowledge and Ideas				
CCSS.ELA-Literacy .RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to explain how specific images contribute to and clarify a text. Examples: Solids and Liquids "Liquids," pp. 23-34 "Comparing Liquids and Solids," pp. 35-44
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt "The Story of Sand," pp. 14-21 "Testing Soil," pp. 40-41
			Insects and Plants	Insects and Plants "Flowers and Seeds," pp. 18-26 (apple tree life cycle diagram) "Life Goes Around," pp. 53-66 (robin life cycle diagram)
		IG	Solids and Liquids	Solids and Liquids Inv. 2, Part 3, p. 123, s16-17 Inv. 3, Part 5, p. 172, s11-12 (s12, bullet 1)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 4, Part 2, p. 187, s7-8 (s8, bullets 1-3) Inv. 4, Part 2, p. 190, s23-24 (s24, bullet 4)
			Insects and Plants	Insects and Plants Inv. 4, Part 3, p. 207, s9-11 (s10, photographs) Inv. 5, Part 3, pp. 245-246, s14-16 (opportunity to have students use robin life cycle diagram to answer questions)
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 21-22
			Pebbles, Sand, and Silt	
			Insects and Plants	

<p>CCSS.ELA-Literacy .RI.2.8</p>	<p>Describe how reasons support specific point the author makes in a text.</p>	<p>SB</p>	<p>Solids and Liquids</p>	<p>All Grade 2 SRBs give students the opportunity to describe how reasons support specific points the author makes in a text.</p> <p>Examples: Solids and Liquids "Solid Objects and Materials," pp. 10-18 "Heating and Cooling," pp. 53-58</p> <p>Pebbles, Sand, and Silt "Colorful Rocks," pp. 11-13 (reasons why rocks are different colors) "Making Things with Rocks," pp. 24-29 (reasons why people make things from rocks)</p> <p>Insects and Plants "So Many Kinds, So Many Places," pp. 27-31 (reasons why insects are important) "Insect Shapes and Colors," pp. 39-43 (reasons why insect shapes and colors are helpful for survival) "Fossils," pp. 67-78 (reasons why fossils are important)</p>	
			<p>IG</p>	<p>Solids and Liquids</p>	<p>Examples: Solids and Liquids Inv. 1, Part 2, p. 68, s12-13 (Opportunity: reasons why certain materials are good for certain objects and uses) Inv. 4, Part 4, p. 215, s20-21 (Opportunity: reasons why liquids freeze and solids melt)</p>
				<p>Pebbles, Sand, and Silt</p>	<p>Pebbles, Sand, and Silt Inv. 1, Part 5, p. 80, s6-7 (s6, reasons why rocks are colorful; s7, bullet 1) Inv. 3, Part 1, p. 142, s10-11 (s11, reasons why people make things from rocks)</p>
		<p>Insects and Plants</p>		<p>Insects and Plants Inv. 3, Part 2, p. 155, s9-10 (s10, reasons why insects are useful, cause problems) Inv. 4, Part 2, p. 201, s 18-19 (reasons why certain insects have unusual shapes or colors [camouflage or colorful display])</p>	
		<p>TR</p>	<p>Solids and Liquids</p>	<p>NA</p>	
			<p>Pebbles, Sand, and Silt</p>		
			<p>Insects and Plants</p>		

CCSS.ELA-Literacy .RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	SB	Solids and Liquids	Solids and Liquids "Solid Objects and Materials," pp. 10-18, and "Liquids," pp. 23-34 (Opportunity to compare and contrast important points presented in two parallel texts on similar topic, state of matter [solids and liquids].)
			Pebbles, Sand, and Silt	Pebbles, Sand, and Silt NA
			Insects and Plants	Insects and Plants "Insect Life Cycles," pp. 44-52, and "Life Goes Around," pp. 53-66 (Opportunity to compare and contrast two texts that describe different insect life cycles; also to compare and contrast points present in text sections describing other animals' life cycles.)
		IG	Solids and Liquids	Solids and Liquids Inv. 1, Part 2, p. 68, s14-15, and Inv. 2, Part 3, p. 123, s16-17 (Opportunity to compare and contrast important points presented in two parallel texts on similar topic, state of matter [solids and liquids].)
Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 4, Part 3, p. 194-195, s2-5 (Opportunity to compare and contrast SRB article with information on Sources of Water cards.)			
Insects and Plants	Insects and Plants Inv. 5, Part 3, pp. 245-246, s14-16 (s14, opportunity to identify similarities and differences in points presented in text sections [NOT two texts] about different animals' life cycles; can also compare/contrast with information from previous reading, Inv. 4, Part 3, p. 207.)			
		TR	Solids and Liquids	NA
			Pebbles, Sand, and Silt	
			Insects and Plants	

Range of Reading and Level of Text Complexity			
CCSS.ELA-Literacy .RI.2.10	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to read and comprehend informational science text in the grade 2-3 complexity band. Examples: Solids and Liquids <end-of-module texts> "Mix It Up!" pp. 45-52 "Heating and Cooling," pp. 53-58
		Pebbles, Sand, and Silt	Pebbles, Sand, and Silt <end-of-module texts> "Where Is Water Found?" pp. 42-51 "States of Water," pp. 52-58
		Insects and Plants	Insects and Plants "Life Goes Around," pp. 53-66 "Fossils," pp. 67-78
	IG	Solids and Liquids	Solids and Liquids Inv. 4, Part 2, p. 202, s15-16 Inv. 4, Part 4, p. 215, s20-21
		Pebbles, Sand, and Silt	Pebbles, Sand, and Silt Inv. 4, Part 3, p. 194, s2-3 Inv. 4, Part 3, o. 196, s8-9
		Insects and Plants	Insects and Plants Inv. 5, Part 3, pp. 245-246, s14-16 Inv. 5, Part 3, p. 246, s18-19
	TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 1-5, 21-22
		Pebbles, Sand, and Silt	
		Insects and Plants	