



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**SPEAKING AND LISTENING**

**Grade 2**

**English Language Arts Standards » Reading: Speaking & Listening**

**Grade 2**

Comprehension and Collaboration				
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to participate in collaborative conversations about Grade 2 topics and texts with peers and adults in small and larger groups. Examples (collaborative conversations around embedded and "Thinking about" questions): "Solid Objects and Materials," pp. 10-18 (pp. 12, 14-17, embedded questions; p. 18, "Thinking about" q1-3) "Pouring," pp. 30-34 (pp. 31-34, embedded questions)
			Pebbles, Sand, and Silt	Examples (collaborative conversations around embedded and "Thinking about" questions): "Thinking about Rocks," pp. 3-10 (pp. 3, 6, 8, 10, embedded questions) "What Are Natural Resources?" pp. 30-35 (pp. 30, 32, 34, embedded questions) "Testing Soil," pp. 40-41 (p. 41, "Thinking about" q1-3)
			Insects and Plants	Examples (collaborative conversations around embedded and "Thinking about" questions): "Flowers and Seeds," pp. 18-26 (pp. 20, 21, 23, 24, embedded questions; p. 26, "Thinking about" q1-4)
		IG	Solids and Liquids	In addition to embedded opportunities throughout Guiding the Investigations, all Grade 2 FOSS IGs give students the opportunity to participate in collaborative conversations about Grade 1 topics with a peer partner in "Wrap-Up/Warm Up" steps. All Grade 2 FOSS IGs give students the opportunity to participate in whole-class discussions of Grade 2 texts in all "Reading in Science Resources/Discuss the reading" steps. Examples: Inv. 1, Part 1, p. 61, s20 (Wrap-Up/Warm-Up; peer partner) Inv. 1, Part 2, pp. 64-66, s2, 4, 8-9 (collaborative conversations with science partners, "neighbors," table groups, to identify objects by properties) Inv. 1, Part 2, p. 68, s14-15 (whole-class discussion about grade 2 text) Inv. 1, Part 3, p. 73, s6-7 (collaborative conversations with partner in grouping activities) Inv. 1, Part 5, p. 83, s8 (collaborative conversations with discovery buddies) Inv. 2, Part 2, pp. 112-113, s9-12 (small group, card activities) Inv. 3, Part 1, p. 147, s11 (discuss focus question with partner) Inv. 3, Part 5, pp. 170-171, s7-8 (sharing circle conversations about comparisons) Inv. 4, Part 1, p. 195, s26 (Wrap-Up/Warm-Up; peer partner) Inv. 4, Part 3, p. 205, s1-2 (collaborative conversations to design investigation) Inv. 4, Part 4, p. 216, s22 (Wrap-Up/Warm-Up; peer partner)

	<b>Pebbles, Sand, and Silt</b>	<p>Inv. 1, Part 1, p. 56, s15 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 1, Part 3, pp. 65-66, s8-10, 13-15 (collaborative conversation with science partner to sort rocks by property; whole-class discussion of activity)</p> <p>Inv. 1, Part 4, p. 73, s13-14 (whole-class collaborative conversation on setting up rock display)</p> <p>Inv. 1, Part 5, pp. 78-79, s3 (small-group discussions during sorting activities)</p> <p>Inv. 2, Part 3, p. 114, s21 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 3, Part 1, p. 140, s2 (whole-class; brainstorming)</p> <p>Inv. 3, Part 1, p. 142, s10-11 (whole-class and small-group collaborative conversations about grade 2 text)</p> <p>Inv. 4, Part 1, p. 177, s9 (short teacher-student interviews during investigation)</p> <p>Inv. 4, Part 2, pp. 185-186, 190, s7-9, 23-24 (whole-class discussions of grade 2 texts)</p> <p>Inv. 4, Part 3, p. 194, 196, s1, 11 (whole-class; brainstorming, vocabulary review)</p>
	<b>Insects and Plants</b>	<p>Inv. 1, Part 1, p. 63, s12 (whole-class collaborative discussion about placement and care of mealworm habitat)</p> <p>Inv. 1, Part 1, p. 66, s19 (Wrap-Up/Warm Up; peer partner)</p> <p>Inv. 1, Part 2, p. 76, s20 (pair-share about grade 2 text)</p> <p>Inv. 2, Part 1, p. 104, s10 (science partner; review planting steps)</p> <p>Inv. 2, Part 2, pp. 113-114, s12 (30-second teacher-student interviews)</p> <p>Inv. 2, Part 4, pp. 126-127, s2, 6-7 (whole-class and small-group [4 students] brainstorming and collaborative conversations about outdoor planting)</p> <p>Inv. 4, Part 1, pp. 189-190, s3, 7 (teacher plus groups of 4 students, discuss observations)</p> <p>Inv. 4, Part 4, pp. 213-214, s6-10 (collaborative conversations between science partners during outdoor investigation; 30-second interviews with teacher)</p> <p>Inv. 5, Part 1 pp. 220-221, s1-5 (whole-class review, access prior knowledge, recall, predict)</p> <p>Inv. 5, Part 3, p. 246, s17 (whole-class brainstorming)</p>
	<b>Solids and Liquids</b>	<p>Same citation for ALL THREE Grade 2 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p>
<b>TR</b>	<b>Pebbles, Sand, and Silt</b>	<p>Science Notebooks in Grades K-2 chapter, pp. 3, 14, 17, 19-21, 23-24</p>
	<b>Insects and Plants</b>	

CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to recount or describe key ideas or details from a text read aloud. Examples: "Comparing Solids and Liquids," pp. 35-44 (p. 44, q1-3) "Mix It Up!" pp. 45-52 (p. 52, q1-3)
			Pebbles, Sand, and Silt	Examples: "The Story of Sand," pp. 14-21 (p. 21, "Thinking about" q1-2) "What Is in Soil?" pp. 36-39 (pp. 38, 39, embedded questions)
			Insects and Plants	Examples: "Flowers and Seeds," pp. 18-26 (pp. 20, 21, 23, 24, embedded questions; p. 26, "Thinking about" q1-4) "Variation," pp. 32-38 (pp. 32, 34, 36, 37, embedded questions; p. 38, "Thinking about" q1-3) "Life Goes Around," pp. 53-66 (pp. 59, 61, 63, 65, embedded questions; p. 66, "Thinking about" q1-5)
		IG	Solids and Liquids	All Grade 2 FOSS IGs give students the opportunity to recount or describe key ideas or details from a text read aloud in all "Reading in Science Resources/Discuss the reading" steps. Inv. 1, Part 1, p. 60, s17-18 Inv. 1, Part 2, p. 68, s14-15 Inv. 1, Part 4, p. 77, s2 Inv. 2, Part 3, p. 123, s16-17 Inv. 3, Part 4, p. 164, s7-8 Inv. 3, Part 5, p. 172, s11-12 Inv. 4, Part 2, p. 202, s15-16 Inv. 4, Part 4, p. 215, s20-21
Pebbles, Sand, and Silt	Inv. 1, Part 4, p. 74, s15-16 Inv. 1, Part 5, p. 80, s6-7 Inv. 2, Part 2, p. 106, s8-9 Inv. 2, Part 4, p. 121, s21-22 Inv. 3, Part 1, p. 142, s10-11 Inv. 3, Part 5, p. 162, s12-13 Inv. 4, Part 2, pp. 185-186, s7-9 Inv. 4, Part 2, p. 190, s23-24 Inv. 4, Part 3, pp. 194-195, s2-3, 5 Inv. 4, Part 3, p. 196, s8-9			
Insects and Plants	Inv. 1, Part 2, p. 76, s18-20 Inv. 2, Part 3, p. 121, s9-11 Inv. 3, Part 2, p. 155, s19-20 Inv. 3, Part 3, p. 164, s12-14 Inv. 4, Part 2, p. 201, s18-19 Inv. 4, Part 3, p. 207, s9-11 Inv. 5, Part 3, pp. 245-246, s14-16 Inv. 5, Part 3, p. 246, s18-19			

<b>TR</b>	<b>Solids and Liquids</b>	<p>Same citation for ALL THREE Grade 2 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11, 21-22</p> <p>Science Notebooks in Grades K-2 chapter, pp. 19-21, 24 (RE: making sense of data and next steps, but NOT specifically about information presented via text read aloud)</p>
	<b>Pebbles, Sand, and Silt</b>	
	<b>Insects and Plants</b>	

CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to ask and answer questions about what a speaker/narrator says (e.g., about text and/or photographs in articles) in order to clarify comprehension, gather additional information, or deepen understanding of a topic. Examples: "Towers," pp. 19-22 (p. 22, embedded question) "Liquids," pp. 23-29 (pp. 28-29, embedded questions)
			Pebbles, Sand, and Silt	Examples: "What Are Natural Resources?" pp. 30-35 (pp. 30, 32, 34, embedded questions) "Where Is Water Found?" pp. 42-51 (p. 51, embedded question) "States of Water," pp. 52-58 (p. 58, embedded question)
			Insects and Plants	"Insect Life Cycles," pp. 44-52 (pp. 46, 48, 51, embedded questions; p. 52, "Thinking about" q1-2) "Fossils," pp. 67-78 (p. 66, embedded question; p. 78, "Thinking about" q1-4)
		IG	Solids and Liquids	All Grade 2 FOSS IGs give students the opportunity to ask and answer questions during investigations to clarify comprehension, gather additional information, or deepen understanding of a topic. Examples: Inv. 1, Part 5, pp. 83-85, s9-10, 12-15, 17 Inv. 2, Part 1, pp. 105-106, s3-6, 8-10 Inv. 2, Part 3, pp. 120-121, s6, 9-11 Inv. 3, Part 1, p. 146, s8 Inv. 3, Part 2, p. 153, s7 Inv. 3, Part 4, p. 163, s5 Inv. 4, Part 5, p. 220, s6
Pebbles, Sand, and Silt	Examples: Inv. 1, Part 2, pp. 59-60, s5-9 Inv. 1, Part 4, p. 72, s7, 9 Inv. 2, Part 3, p. 111, s6-10 Inv. 3, Part 1, pp. 140-141, s4-7 Inv. 4, Part 1, p. 178, s13-16 Inv. 4, Part 2, pp.186-187, s10-15			
Insects and Plants	Examples: Inv. 1, Part 1, p. 62, s3-7 Inv. 1, Part 3, pp. 79-80, s5-7 Inv. 2, Part 2, pp. 110, 112, 113, s2, 6, 9 Inv. 3, Part 1, p. 145, s3 Inv. 3, Part 3, p. 162, s9 Inv. 4, Part 4, p. 214, s11 Inv. 5, Part 2, p. 242, s3			

TR	<b>Solids and Liquids</b>	Same citation for ALL THREE Grade 2 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 6-11  Science Notebooks in Grades K-2 chapter, pp. 19-21, 22-24
	<b>Pebbles, Sand, and Silt</b>	
	<b>Insects and Plants</b>	

<b>Presentation of Knowledge and Ideas</b>				
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SB	<b>Solids and Liquids</b>	Retelling a story or recounting an experience not typically addressed in SRB. "Heating and Cooling," pp. 53-58 (p. 58, q1-2, opportunity to retell scientific processes [melting, freezing] with appropriate facts, details, speaking audibly)
			<b>Pebbles, Sand, and Silt</b>	"The Story of Sand," pp. 14-21 (p. 21, "Thinking about" q2; retell the story of sand formation) "Testing Soil," pp. 40-41 (p. 41, "Thinking about" q3, opportunity to recount the experience of conducting the soil test themselves)
			<b>Insects and Plants</b>	"Insect Life Cycles," pp. 44-52 (p. 52, q1, 2, retell story of bee and milkweed bug life cycle) "Life Goes Around," pp. 53-66 (p. 66, q2, 3, retell story of life cycle of ladybug and a different animal)
		IG	<b>Solids and Liquids</b>	Inv. 1, Part 4, p. 79, s8 (recount tower-building experience) Inv. 2, Part 4, pp. 128-129, s10-11, 13 (recount puddle-making experience) Inv. 3, Part 2, p. 153, s7 (recount mixture-separating experience) Inv. 3, Part 5, pp. 170-171, s8 (recount pouring experience) Inv. 4, Part 2, p. 199, s1 (recount most interesting mixing discovery) Inv. 4, Part 4, p. 215, s21 (retell story accounts of melting, freezing)
<b>Pebbles, Sand, and Silt</b>	Inv. 1, Part 4, p. 74, s16 (bullets 2, 3, retell story detailing new and known information) Inv. 2, Part 2, p. 107, s11 (retell story of sand; notebook sheet 8) Inv. 4, Part 1, p. 179, s19 (recount soil-making procedure/experience) Inv. 4, Part 2, p. 190, s23 (bullet 5, opportunity to recount soil test)			
<b>Insects and Plants</b>	Inv. 2, Part 3, p. 122, s12 (recount life cycle of plant from investigation experience) Inv. 3, Part 3, p. 162, s9 (recount life cycle of milkweed bug from investigation experience) Inv. 4, Part 3, pp. 206-207, s8, 11 (recount life cycle of silkworm from investigation experience; retell insect life cycles from reading) Inv. 5, Part 3, pp. 244-246, s13, 15, 16 (recount life cycle of butterfly from investigation experience; retell animal life cycles from reading)			



TR	<b>Solids and Liquids</b>	Same citation for ALL THREE Grade 2 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 6-11  Science Notebooks in Grades K-2 chapter, NA
	<b>Pebbles, Sand, and Silt</b>	
	<b>Insects and Plants</b>	

CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SB	Solids and Liquids	NA
			Pebbles, Sand, and Silt	NA
			Insects and Plants	NA
		IG	Solids and Liquids	All Grade 2 FOSS IGs give students the opportunity to add drawings or other visual displays to recounts of experiences (investigations) when appropriate. Examples: Inv. 1, Part 3, pp. 73-74, s9 (notebook sheet 3) Inv. 2, Part 1, p. 107, s12 Inv. 3, Part 1, p. 147, s14 Inv. 3, Part 2, pp. 154-155, s11, 13 Inv. 3, Part 5, p. 171, s10 (notebook sheet 14) Inv. 4, Part 1, pp. 190, 192, 194, s7, 13, 22
Pebbles, Sand, and Silt	Inv. 1, Part 1, p. 56, s12-13 (notebook sheet 1) Inv. 1, Part 4, p. 73, s11-12 (notebook sheet 4) Inv. 1, Part 5, p. 80, s8 Inv. 2, Part 3, pp. 112-113, s13-17 (notebook sheet 9) Inv. 2, Part 4, p. 120, s20 (notebook sheet 11) Inv. 3, Part 2, p. 147, s6 (notebook sheet 13) Inv. 4, Part 2, pp. 187-188, s17-19 (notebook sheet 16) Inv. 4, Part 3, p. 197, s7 (notebook sheet 17)			
Insects and Plants	Inv. 1, Part 2, pp. 70-74, s4, 7, 10, 14, 16 (notebook sheet 1) Inv. 1, Part 3, p. 81, s9 (notebook sheet 2) Inv. 2, Part 2, pp. 111-113, s4-5, 7-8, 10-11 (notebook sheet 3) Inv. 3, Part 2, p. 154, s17 (notebook sheet 7) Inv. 3, Part 3, pp. 159-160, s1-3 Inv. 3, Part 4, p. 171, s9 Inv. 4, Part 2, pp. 198-199, s9-13 (notebook sheet 1) Inv. 5, Part 2, p. 237, s4			
		TR	Solids and Liquids	Same citation for ALL THREE Grade 2 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 12-15, 18-20, 33
			Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 2-4, 7, 11, 15-18, 19 (drawings or visual displays)
			Insects and Plants	

<p>CCSS.ELA-Literacy.SL.2.6</p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 here for specific expectations.)</p>	<p>SB</p>	<p><b>Solids and Liquids</b></p>	<p>All Grade 2 SRBs give students the opportunity to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  Examples:  "Comparing Solids and Liquids," pp. 35-44 (p. 44, q1-3)  "Mix It Up!" pp. 45-52 (pp. 46, 47, 49, 50, 51, embedded questions; p. 52, "Thinking about" q1-3)  "Heating and Cooling," pp. 53-58 (p. 58, q1-3)</p>
			<p><b>Pebbles, Sand, and Silt</b></p>	<p>Examples:  "The Story of Sand," pp. 14-21 (p. 21, "Thinking about" q2)  "Rocks Move," pp. 22-23 (p. 22, embedded question)</p>
			<p><b>Insects and Plants</b></p>	<p>Examples:  "Animals and Plants in Their Habitats," pp. 3-17 (pp. 3, 7, 8, 12, embedded questions)  "Life Goes Around," pp. 53-66 (pp. 59, 61, 63, 65, embedded questions; p. 66, "Thinking about" q2, 3)  "Fossils," pp. 67-78 (p. 78, "Thinking about" q1-4)</p>
		<p>IG</p>	<p><b>Solids and Liquids</b></p>	<p>All Grade 2 FOSS IGs give students the opportunity to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  Examples:  Inv. 1, Part 1, p. 55, s6  Inv. 1, Part 2, p. 66, s7  Inv. 1, Part 4, p. 79, s10  Inv. 2, Part 3, p. 119, s1  Inv. 2, Part 4, p. 126, s1-2  Inv. 3, Part 1, pp. 147-148, s14-15  Inv. 3, Part 2, p. 154, s11  Inv. 3, Part 5, p. 171, s10  Inv. 4, Part 4, pp. 210, 214, s1-2, 18</p>
<p><b>Pebbles, Sand, and Silt</b></p>	<p>Examples:  Inv. 1, Part 4, p. 70, s4  Inv. 2, Part 1, pp. 96-97, 101, s5-6, 8-9, 21  Inv. 3, Part 2, p. 147, s12 (Wrap-Up/Warm-Up)  Inv. 3, Part 5, pp. 160, 162, s2, 4, 13  Inv. 4, Part 1, p. 176, s3  Inv. 4, Part 2, p. 188, s20  Inv. 4, Part 3, pp. 194, 196, s4, 11</p>			
<p><b>Insects and Plants</b></p>	<p>Examples:  Inv. 1, Part 1, p. 65, s16 (sentence frame)  Inv. 2, Part 1, p. 102, s1  Inv. 2, Part 2, pp. 113-114, s12  Inv. 3, Part 1, p. 146, s10 (Wrap-Up/Warm-Up)  Inv. 3, Part 2, p. 154, s13 (predictions; sentence frame)  Inv. 3, Part 3, p. 159, s1 (sequence of changes; sentence frame)  Inv. 4, Part 1, p. 191, s12 (predictions; sentence frame)  Inv. 4, Part 3, p. 201, s19 (opportunity when discussing reading)  Inv. 5, Part 1, p. 231, s8 (predictions during 30-second interviews)  Inv. 5, Part 4, p. 250, s3 (opportunity during vocabulary review)</p>			

		<b>TR</b>	<b>Solids and Liquids</b>	Same citation for ALL THREE Grade 2 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 5, 6-11, 12, 18-20 (sentence frames), 31, 33, 35  Science Notebooks in Grades K-2 chapter, pp. 12, 13, 15, 19-21
			<b>Pebbles, Sand, and Silt</b>	
			<b>Insects and Plants</b>	
<b>CCSS.ELA-Literacy.SL.2.7</b>	<b>No Standard for Grade 2</b>			
<b>CCSS.ELA-Literacy.SL.2.8</b>	<b>No Standard for Grade 2</b>			
<b>CCSS.ELA-Literacy.SL.2.9</b>	<b>No Standard for Grade 2</b>			
<b>CCSS.ELA-Literacy.SL.2.10</b>	<b>No Standard for Grade 2</b>			