



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
WRITING

Grade 2

English Language Arts Standards » Reading: Writing

Grade 2

Text Types and Purposes			
CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	SB	<p>Solids and Liquids</p> <p>“Solid Objects and Materials,” pp. 10-18 (p. 18, q1, opportunity to write opinion piece to answer review question 1) “Towers,” pp. 19-22 (p. 22, opportunity to write opinion piece to answer embedded question) “Pouring,” pp. 30-34 (p. 34, opportunity to write opinion piece to answer embedded question)</p>
			<p>Pebbles, Sand, and Silt</p> <p>“Rocks Move,” pp. 22-23 (p. 22, opportunity to write opinion piece to answer embedded question) “Testing Soil,” pp. 40-41 (p. 41, q1, opportunity to write opinion piece to answer review question)</p>
			<p>Insects and Plants</p> <p>“Flowers and Seeds,” pp. 18-26 (p. 20, opportunity to write opinion pieces to answer embedded question; p. 26, q3, opportunity)</p>
		IG	<p>Solids and Liquids</p> <p>Inv. 1, Part 2, p. 68, s15 (s15, bullet 1, opportunity) Inv. 1, Part 4, p. 79, s10 (opportunity) Inv. 3, Part 1, p. 147, s11, 14 (opportunity) Inv. 3, Part 4, p. 164, s8 (bullet 6, opportunity) Inv. 4, Part 3, p. 206, s5, 7, 8</p>
<p>Pebbles, Sand, and Silt</p> <p>Inv. 1, p. 81, Language Extension, Read about special rocks (opportunity) Inv. 2, Part 4, p. 121, s22 (opportunity to add writing component; expand class table)</p>			
<p>Insects and Plants</p> <p>Inv. 2, Part 3, p. 121, s9-11 (s9, opportunity to write pre-reading opinion piece about why plants have flowers; s11, bullet 3, opportunity to expand opinion review question; Notebook Sheet 6) Inv. 2, Part 4, p. 129, s16 (state opinion, supply reasons, sue linking words) Inv. 3, Part 2, p. 155, s20 (bullets 1, 2, opportunity to write opinion pieces) Inv. 4, Part 2, p. 201, s19 (bullets 3, 4, 5 elicit opinions supported by reasons; opportunity to write opinion piece)</p>			
		TR	<p>Solids and Liquids</p> <p>Same citation for all three Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, p. 14</p>
			<p>Pebbles, Sand, and Silt</p> <p>Science Notebooks in Grades K-2 chapter, pp. 14-15, 20</p>
			<p>Insects and Plants</p>

CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SB	Solids and Liquids	"Comparing Solids and Liquids," pp. 35-44 (p. 44, q1-3, opportunity to write informative piece to answer review questions) "Mix It Up!" pp. 45-52 (p. 52, q1-3, opportunity to write informative piece to answer review questions) "Heating and Cooling," pp. 53-58 (p. 58, q3, opportunity to write explanatory piece to answer review question 3)
			Pebbles, Sand, and Silt	"What Are Natural Resources?" pp. 30-35 (opportunity to write informative text to answer title question and embedded questions) "Testing Soil," pp. 40-41 (p. 41, q2, opportunity to write explanatory text to answer review question 2)
			Insects and Plants	"Fossils," pp. 67-78 (p.78, q1-3, informative text; q4, explanatory text)
		IG	Solids and Liquids	Inv. 1, Part 1, p. 58, s13 (informative text; introduce topic, use facts, develop operational definition of properties to answer focus question) Inv. 2, Part 1, p. 107, s12 (informative text; write or draw more about observations) Inv. 3, Part 2, p. 154, s11 (explanatory text)
Pebbles, Sand, and Silt	Inv. 1, Part 1, p. 50, s12 (informative text; use facts to develop point; Notebook Sheet 1) Inv. 1, Part 4, p. 73, s11 (informative text; Notebook Sheet 4) Inv. 2, Part 1, p. 99, s19 (explanatory text; Notebook Sheet 5) Inv. 4, Part 1, p. 177, s24 (explanatory text; Notebook Sheet 15) Inv. 4, Part 2, pp. 187-188, s17, 19 (informative text; Notebook Sheet 16) Inv. 4, Part 3, p. 196, s10 (informative text; Notebook Sheet 18)			
Insects and Plants	Inv. 1, Part 1, p. 65-66, s16, 18 (informative text) Inv. 2, Part 2, p. 111, s4-5 (informative text) Inv. 3, Part 2, p. 154, s17 (informative text; Notebook Sheet 7) Inv. 5, Part 3, p. 246, s19 (explanatory; opportunity for students to write answers to review questions)			
		TR	Solids and Liquids	Same citation for <u>all three</u> Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, pp. 12-16, 18-20
			Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 2-4, 7-8, 11-13, 14-18
			Insects and Plants	

CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SB	Solids and Liquids	"Heating and Cooling," pp. 53-58 (p. 58, q1, 2, opportunity to recount events of melting and freezing, temporal word "when")
			Pebbles, Sand, and Silt	"The Story of Sand," pp. 14-21 (p. 21, q1, narrate sequence of events in sand formation)
			Insects and Plants	"Insect Life Cycles," pp. 44-52 (p.52, q1-2, opportunity to write narrative recounting sequence of stages in two insect life cycles) "Life Goes Around," pp. 53-66 (pp. 59, 61, 63, 65, embedded questions; p. 66, q2-3, opportunities to write narrative recounting sequence of stages in animal life cycles)
		IG	Solids and Liquids	Inv. 2, Part 4, p. 129, s14 (opportunity to write narrative recounting outdoor puddle-making investigation) Inv. 4, Part 1, pp. 190, 192, 194, s7, 13-14, 22 (opportunity to recount sequence of events [changes to solid materials in water]) Inv. 4, Part 2, p. 201, s12 (narrate procedure; first, then, now)
			Pebbles, Sand, and Silt	Inv. 2, Part 2, pp. 106-107, s8-9, 11 (s11, Notebook Sheet 8, recount the story of sand in own words) Inv. 4, Part 2, p. 190, s23-24 (opportunity to have students recount steps in soil testing procedure) Inv. 4, p. 197, Language Extension, Write directions for making soil (opportunity)
			Insects and Plants	Inv. 1, Part 3, p. 81, s9 (narrate life cycle; Notebook Sheet 2) Inv. 2, Part 1, p. 104, s11 (narrate steps in planting seeds) Inv. 2, Part 3, p. 122, s12 (opportunity to add writing component: bullets 1, 2, narrate sequence of events in life cycle of a plant) Inv. 3, Part 3, pp. 159, 163, s1, 11 (narrate sequence of changes; per scaffold at s1, temporal words first, then, now) Inv. 5, Part 3, p. 244, s11 (narrate butterfly life cycle; Notebook Sheet 17)
		TR	Solids and Liquids	Same citation for <u>all three</u> Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, pp. 15, 18-20
Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 3, 15			
Insects and Plants				

Production and Distribution of Writing				
CCSS.ELA-Literacy.W.2.4	No Standard for Grade 2			
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	SB	Solids and Liquids	Revising and editing not addressed (NA) in SRB.
			Pebbles, Sand, and Silt	NA
			Insects and Plants	NA
		IG	Solids and Liquids	All Grade 2 FOSS IG Wrap-Up and Wrap-Up/Warm-Up steps give students the opportunity to strengthen writing by revising and editing as they share and explain their notebook entries with a partner or peers. Examples: Inv. 1, Part 2, p. 67, s11 (add properties as a result of peer discussion) Inv. 1, Part 2, p. 69, s16 (Wrap-Up/Warm-Up) Inv. 2, Part 3, p. 121, s11 (make changes to notebook entries after additional observations) Inv. 3, Part 1, p. 148, s15 (Wrap-Up/Warm-Up) Inv. 3, Part 4, p. 165, s9 (Wrap-Up/Warm-Up; revise answers) Inv. 4, Part 4, p. 216, s22 (Wrap-Up/Warm-Up; modify entries)
			Pebbles, Sand, and Silt	Examples: Inv. 1, Part 2, p. 61, s14 (Wrap-Up/Warm-Up) Inv. 3, Part 1, p. 143, s12 (Wrap-Up/Warm Up; opportunity to revise writing after reading SRB article about same topic) Inv. 4, Part 2, p. 191, s25 (Wrap-Up/Warm-Up)
			Insects and Plants	Examples: Inv. 1, Part 2, p. 76, s21 (Wrap-Up/Warm-Up) Inv. 2, Part 3, p. 122, s13 (Wrap-Up/Warm-Up) Inv. 3, Part 1, p. 146, s10 (additional questions to revise writing)
		TR	Solids and Liquids	Same citation for <u>all three</u> Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, pp. 15, 17, 20
			Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 19, 21, 22-24, 28
			Insects and Plants	

CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	SB	Solids and Liquids	Digital tools, publishing, and collaboration not addressed (NA) in SRB.
			Pebbles, Sand, and Silt	NA
			Insects and Plants	NA
		IG	Solids and Liquids	Inv. 1, p. 87, Language Extension, Make "My Book of Solids" (opportunity to extend to use digital tools to produce/publish)
			Pebbles, Sand, and Silt	Inv. 1, p. 81, Language Extension, Make a rock record book (opportunity to publish; digital tool [camera] used) Inv. 2, p. 121, Language Extensions, Write the journey of your rock and Write rock stories (opportunities to use digital tools to produce and publish writing)
			Insects and Plants	NA
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, NA
			Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 12-13, 14-18
			Insects and Plants	

Research to Build and Present Knowledge				
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	SB	Solids and Liquids	Shared research and writing projects not addressed (NA) in SRB.
			Pebbles, Sand, and Silt	"Where Is Water Found?" pp. 42-51 (opportunity for shared research and writing to answer embedded questions on p. 51)
			Insects and Plants	NA
		IG	Solids and Liquids	Inv. 4, p. 221, Language Extension, Describe oobleck (opportunity for shared research/writing project)
			Pebbles, Sand, and Silt	Inv. 3, p. 163, Language Extension, Look for rocks everywhere (shared research project; writing is a class list, but could expand) Inv. 4, Part 3, p. 194, s2-3 (opportunity for shared research/writing; Notebook Sheet 17)
			Insects and Plants	Inv. 1, Part 3, p. 81, s10 (shared writing: class summary chart) Inv. 5, Part 1, p. 231, 232, s6, 11-12 (shared writing; painted lady class notebook)
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, p. 11, 17, 25, 27, 28
Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, p. 13, 19			
Insects and Plants				

CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	SB	Solids and Liquids	All Grade 2 SRBs give students the opportunity to gather information from provided sources (articles in student book) to answer "Thinking about" review questions. Examples: "Solid Objects and Materials," pp. 10-18 (p. 18, q1-3) "Comparing Solids and Liquids," pp. 35-44 (p. 44, q1-3)
			Pebbles, Sand, and Silt	"The Story of Sand," pp. 14-21 (p. 21, q1-2) "States of Water," pp. 52-58 (p. 58, embedded question)
			Insects and Plants	"Flowers and Seeds," pp. 18-26 (p. 26, q1-4) "Variation," pp. 32-38 (p. 38, q1-3)
		IG	Solids and Liquids	Inv. 2, Part 1, p. 107, s12 (recall ["recollect"] information from investigation to answer focus question) Inv. 3, Part 5, p. 171, s10 (recall results of outdoor investigation and record) Inv. 4, Part 2, p. 202, s16 (bullets 1-3, recall information from provided source [SRB] to answer review questions)
Pebbles, Sand, and Silt	Inv. 3, Part 5, p. 162, s13 (recall information from investigation 3 experiences and gather information from notebook sheet 14 and SRB article to answer question) Inv. 4, Part 3, p. 190-192, s2-6 (recall/gather information from provided sources [SRB, Sources of Water cards] to answer questions)			
Insects and Plants	Inv. 1, Part 2, p. 76, s19 (gather information from provided source [SRB reading]) Inv. 3, Part 3, p. 164, s13-14 (recall/gather information from prior experience and provided source [SRB] to answer questions) Inv. 5, Part 3, p. 244, s13 (recall information from experiences [three investigations] to answer question: create butterfly life cycle chart) Inv. 5, Part 4, p. 252, s15 (recall information from outdoor investigation and gather information from video to answer focus question)			
		TR	Solids and Liquids	Same citation for all three Grade 2 FOSS Teacher Resources. Science Centered Language Development chapter, pp. 13-17
			Pebbles, Sand, and Silt	Science Notebooks in Grades K-2 chapter, pp. 2-4, 19-21, 28
			Insects and Plants	

CCSS.ELA-Literacy.W.2.9	No Standard for Grade 2			
Range of Writing				
CCSS.ELA-Literacy.W.2.10	No Standard for Grade 2			