

A Correlation of



Grade 2, ©2020

To the

**Florida Next Generation
Sunshine State Standards for Science
Grade 2**

SAVVAS

A Correlation of myView Literacy, Grade 2, ©2020 to the Florida Next Generation Sunshine State Standards for Science, Grade 2

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **Florida Next Generation Sunshine State Standards for Science**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<p>SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p>	<p>Students have opportunities to ask questions with the following selections:</p> <p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems)</p> <p>Unit 4: Close Read: Ask and Answer Questions, T70-T71, T72, T73</p> <p>Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Nature’s Wonders (Patterns in Nature), T406–T407 Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference (Our Incredible Earth), T406–T407 Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>
<p>SC.2.N.1.2 Compare the observations made by</p>	<p>Unit 1:</p>

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<p>different groups using the same tools.</p>	<p><u>Selections</u> Infographic: "Seeing Stars" T20–T21 <u>Leveled Readers</u> Notes from Antarctica (Expository Text) Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429 Unit 5: <u>Selections</u> Infographic: "Lightning!" T178–T179 Infographic: "Famous Rocks" T334–T335 <u>Leveled Readers</u> At the Weather Station (Realistic Fiction) Objects in Space (Informational Text) Magnificent Magnets (Informational Text) <u>Activities and Supplemental Material</u> Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>
<p>SC.2.N.1.3 Ask 'how do you know?' in appropriate situations and attempt reasonable answers when asked the same question by others.</p>	<p>Unit 1: <u>Selections</u> Read: <i>How Many Stars in the Sky?</i> T40–T55 Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Read Aloud: "When Animals Do Not Migrate" T344–T345 <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429 Unit 5: <u>Selections</u> Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T136 (Seismologists) Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>
<p>SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when</p>	<p>Students can explore how scientists investigate and come to conclusions with the following</p>

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<p>repeated.</p>	<p>selections:</p> <p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems)</p> <p>Unit 4: Close Read: Ask and Answer Questions, T70-T71, T72, T73</p> <p>Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 <u>Activities and Supplemental Material</u> Compare Across Texts: Nature’s Wonders (Patterns in Nature), T406–T407 Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference (Our Incredible Earth), T406–T407 Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>
<p>SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p>	<p>Unit 1: <u>Selections</u> Infographic: “Seeing Stars” T20–T21</p>

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	<p><u>Leveled Readers</u> Notes from Antarctica (Expository Text)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 5: <u>Selections</u> Infographic: "Lightning!" T178–T179 Infographic: "Famous Rocks" T334–T335</p> <p><u>Leveled Readers</u> At the Weather Station (Realistic Fiction) Objects in Space (Informational Text) Magnificent Magnets (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>
<p>SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.</p>	<p>Students have opportunities to explore how people solve problems with the following selections:</p>

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	<p>Unit 1: <u>Selections</u> Infographic: "We Make Our Neighborhood Better" T96–T97 (Community Garden) Read Aloud: "Troy's Project" T106–T107 (Picking Up Trash) Read Aloud: "Helping the Community" T182–T183 (Picking Up Trash) Unit 4: <u>Selections</u> Read Aloud: "Making a Difference in Your Community" T190–T191 Infographic: "Old Stuff, New Uses" T262–T263 Read Aloud: "Shoes and Hands Across the World" T272–T273 Read: <i>One Plastic Bag</i> T282–T303 Infographic: "Look What We Can Do!" T344–T345 Read Aloud: "Volunteering Helps Everyone" T354–T355 Read: <i>Kids Can Be Big Helpers</i> T364–T377 <u>Leveled Readers</u> Helping Your Community (Expository Text) Who's Calling (Narrative Nonfiction) Let's Talk (Expository Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p>
<p>SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</p>	<p>Students can explore forms of energy with the following:</p> <p>Unit 1: <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text)</p>

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	<p>Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text) – sand to glass; clay to bricks</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263 <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 (energy) <u>Leveled Readers</u> Technology: Then and Now (Informational Text)</p>
SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.	<p>Students can explore forces and motion with the following:</p> <p>Unit 3: <u>Leveled Readers</u> Dancing Around (Informational Text) Game On! (Informational Text)</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i> T118–T127, T130–T137 Infographic: “Earth Erupts” T254–255 <u>Leveled Readers</u> Objects in Space (Informational Text) Magnificent Magnets (Informational Text)</p>
SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.	<p>Unit 5: <u>Leveled Readers</u> Magnificent Magnets (Informational Text)</p>
SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.	<p>Students can explore the concept of gravity with the following:</p>

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	<p>Unit 2: Student Interactive (Gravity Makes Tides), T421</p> <p>Unit 3: Selections Read: <i>Interstellar Cinderella</i> T199</p>
SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	<p>Students can explore forces and motion with the following:</p> <p>Unit 3: Leveled Readers Dancing Around (Informational Text) Game On! (Informational Text)</p> <p>Unit 5: Selections Read Aloud: "Volcanoes" and "Shifting Plates" T108–T109 Read: <i>How Water Shapes the Earth</i> and <i>How Earthquakes Shape the Earth</i> T118–T127, T130–T137 Infographic: "Earth Erupts" T254–255</p> <p>Leveled Readers Objects in Space (Informational Text) Magnificent Magnets (Informational Text)</p>
SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	<p>Teachers can introduce this project with the following:</p> <p>Unit 2: Selections Diagram: "See How They Grow" T20–T21</p> <p>Unit 3: Leveled Readers Dancing Around (Informational Text)</p>
SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	<p>Unit 2: Selections Diagram: "See How They Grow" T20–T21 Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57 Read: <i>The Seasons of Arnold's Apple Tree</i> T190–T211 Infographic: "Animals and Their Young" T252–T253</p>

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	<p>Read Aloud: "Joey and His Pouch" T262–T263 Read: <i>What's in the Egg, Little Pip?</i> T272–T293</p>
<p>SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>(Continued)</p>	<p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Read Aloud: "Patterns on the Prairie" T30–T31 Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57 Infographic: "Grassy Places" T98–T99 Read: <i>A Home on the Prairie</i> T118–T129 Infographic: "Animals and Their Young" T252–T253 Read Aloud: "Joey and His Pouch" T262–T263 Read: <i>What's in the Egg, Little Pip?</i> T272–T293 Infographic: "Animals on the Move" T334–T335 Read Aloud: "When Animals Do Not Migrate" T344–T345 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T354–T367 <u>Leveled Readers</u> The Monarch Butterfly (Expository Text) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text) The Underground Crowd (Informational Text)</p> <p>(Continued)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, T122 (Burrowing Owls) Cross-Curricular Perspectives: Science, T124 (Prairie Dogs and Burrowing) Cross-Curricular Perspectives: Science, T273, T279, T288 (Animal Life Cycle and Penguins) Cross-Curricular Perspectives: Science, T285</p>

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	<p>(Emperor Penguins and Eggs) Cross-Curricular Perspectives: Science, T360 (Migrating Mammals) Unit 5: <u>Selections</u> Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213</p>
<p>SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>(Continued)</p>	<p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Read Aloud: "Patterns on the Prairie" T30–T31 Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57 Infographic: "Grassy Places" T98–T99 Read: <i>A Home on the Prairie</i> T118–T129 Infographic: "Animals and Their Young" T252–T253 Read Aloud: "Joey and His Pouch" T262–T263 Read: <i>What's in the Egg, Little Pip?</i> T272–T293 Infographic: "Animals on the Move" T334–T335 Read Aloud: "When Animals Do Not Migrate" T344–T345 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T354–T367 <u>Leveled Readers</u> The Monarch Butterfly (Expository Text) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text) The Underground Crowd (Informational Text)</p> <p>(Continued) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, T122 (Burrowing Owls) Cross-Curricular Perspectives: Science, T124 (Prairie Dogs and Burrowing) Cross-Curricular Perspectives: Science, T273, T279, T288 (Animal Life Cycle and Penguins) Cross-Curricular Perspectives: Science, T285 (Emperor Penguins and Eggs) Cross-Curricular Perspectives: Science, T360</p>

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	(Migrating Mammals) Unit 5: <u>Selections</u> Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213
SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.	Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Read Aloud: "The Grand Canyon" T30–T31 Read: <i>Introducing Landforms</i> T40–T57 Infographic: "The Grand Canyon" T98–T99 Read Aloud: "Volcanoes" and "Shifting Plates" T108–T109 Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i> T118–T127, T130–T137 Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T123 (Sand) Compare Across Texts: Making a Difference (Our Incredible Earth), T406–T407 Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429
SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.	Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Compost) Cross-Curricular Perspectives: Science, T46 (Plant Structure and Soil)
SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	Students can explore this objective with the following: Unit 2: <u>Selections</u>

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	<p>Diagram: "See How They Grow" T20–T21 Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Compost) Cross-Curricular Perspectives: Science, T46 (Plant Structure and Soil)</p> <p>Unit 5: <u>Selections</u> Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T123 (Sand)</p>
<p>SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p>	<p>Unit 2: <u>Selections</u> Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T354–T367 Read Aloud: "When Animals Do Not Migrate" T344–T345 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T354–T367</p> <p><u>Leveled Readers</u> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) Time to Hibernate (Animal Fantasy) The Monarch Butterfly (Expository Text) Amazing Migrations (Expository Text) Water's Journey (Expository Text)</p>

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	<p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T360 (Migrating Mammals) Unit 5: <u>Selections</u> Infographic: "Lightning!" T178–T179 Read Aloud: "Preparing for the Storm" T188–T189 Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213 <u>Leveled Readers</u> At the Weather Station (Realistic Fiction) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T134 (Tsunamis) Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons)</p>
<p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p>	<p>Unit 1: <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text) Unit 2: <u>Selections</u> Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Unit 5: <u>Selections</u> Infographic: "Lightning!" T178–T179 Read Aloud: "Preparing for the Storm" T188–T189 <u>Leveled Readers</u> At the Weather Station (Realistic Fiction) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons)</p>

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SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).	<p>Students can explore this objective with the following:</p> <p>Unit 2: Selections Read: <i>A Green Kid's Guide to Watering Plants</i> T40–T57 (evaporation is discussed) Leveled Readers Earth's Waters (Expository Text) Water's Journey (Expository Text) Activities and Supplemental Material Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle)</p>
SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.	<p>Students can explore this objective with the following:</p> <p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, T46 (Plant Structure and Soil) – air for the plant Unit 5: Selections Infographic: "Earth's Features" T20–T21 Infographic: "Lightning!" T178–T179</p>
SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.	<p>Unit 5: Selections Infographic: "Lightning!" T178–T179 Read Aloud: "Preparing for the Storm" T188–T189 Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213 Leveled Readers At the Weather Station (Realistic Fiction)</p>
SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.	<p>Unit 1: Selections: Explore the Infographic: Two Different Places, T316–T317 Unit 2: Activities and Supplemental Material Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407 Research Project: Informational Writing: Research Tree Bark, T418–T429 Unit 3: Selections:</p>

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	Listening Comprehension: Procedural Text: <i>“How to Make Glitter Slime”</i> T238-T239 <i>“My Food, Your Food”</i> T346-T367 (includes a recipe)
SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.	<p>Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) Water’s Journey (Expository Text) Big Changes (Expository Text) – sand to glass; clay to bricks</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle)</p>
SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	<p>Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) Water’s Journey (Expository Text) Big Changes (Expository Text) – sand to glass; clay to bricks</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle)</p> <p>Unit 5: <u>Selections</u> Infographic: “Earth’s Features” T20–T21 Read Aloud: “The Grand Canyon” T30–T31 Read: <i>Introducing Landforms</i> T40–T57 Infographic: “The Grand Canyon” T98–T99 Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i> T118–T127, T130–T137 Infographic: “Famous Rocks” T334–T335 Read Aloud: “Ayers Rock” T344–T345 Read: <i>Rocks!</i> T354–T367</p>

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SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.	<p>Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) Water’s Journey (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle)</p>
SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.	<p>Unit 1: <u>Selections:</u> Explore the Infographic: Two Different Places, T316-T317</p>
SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	<p>Unit 3: <u>Selections:</u> Listening Comprehension: Procedural Text: “How to Make Glitter Slime” T238-T239</p>
SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.	<p>Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) Water’s Journey (Expository Text) Big Changes (Expository Text) – sand to glass; clay to bricks <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle) Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263 Read Aloud: “Shoes and Hands Across the World” T272–T273 Read: <i>One Plastic Bag</i> T282–T303 Unit 5: <u>Selections</u> Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i> T118–T127, T130–T137 <u>Leveled Readers</u> Our Changing Earth (Informational Text)</p>

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	The Rising Seas (Informational Text) The Buried Beach (Realistic Fiction) Artificial Islands (Informational Text) Continents on the Move (Informational Text)