

## A Correlation of



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# To the Florida Course Standards for Science Grade 2

**A Correlation of Florida Elevate Science ©2019 and Florida myView Literacy ©2022  
to the Florida Course Standards for Science  
Grade 2**

**Introduction**

This document demonstrates how ***Florida myView Literacy ©2022*** and ***Florida Elevate Science 2019*** meet the ***Florida Course Standards for Science***. Correlation page references are to the Student Edition Teacher Edition and are cited by grade, 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.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

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<p>SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p>	<p><b>SE/TE:</b> Rocks Everywhere, 8 uInvestigate Lab: How can you classify rocks?, 7 Different Rocks, 9 Standardized Test Prep #3, 51</p>	<p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Read: <i>Introducing Landforms</i> T34–T55 Infographic: "The Grand Canyon" T86–T87 Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123 Infographic: "Famous Rocks" T286–T287 Read: <i>Rocks!</i> T300–T317 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T105 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T107 (Sand) Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>
<p>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.</p>	<p><b>SE/TE:</b> Soil, 14 Quest Check-In: Rocks Break Down, 11 uEngineer It!: Improve Plantable Pots, 18-19 Quest Findings: Be a Soil Detective, 46</p>	<p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Read: <i>A Green Kid's Guide to Watering Plants</i> T34–T55 <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T36 (Compost) Cross-Curricular Perspectives: Science, T42 (Plant Structure and Soil)</p>

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<p>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.</p>	<p><b>SE/TE:</b>            Kinds of Soil, 15            Plants and Soils, 16            Quest Check-In: Plants Grow in Soil, 17            uInvestigate Lab: Which soil do beans grow best in?, 13            uEngineer It!: Improve Plantable Pots, 18-19</p>	<p>Students can explore this objective with the following:            Unit 2:  <u>Selections</u>            Diagram: "See How They Grow" T20–T21            Read: <i>A Green Kid's Guide to Watering Plants</i> T34–T55  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T36 (Compost)            Cross-Curricular Perspectives: Science, T42 (Plant Structure and Soil)</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><b>SE/TE:</b>            uInvestigate Lab: How does weather repeat?, 21            Weather Patterns, 22            Four Seasons, 23</p>	<p>Unit 2:  <u>Selections</u>            Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T300–T317  <u>Leveled Readers</u>            Nature's Patterns (Expository Text)            We Make Patterns (Expository Text)            Water's Journey (Expository Text)  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons)            Unit 5:  <u>Selections</u>            Infographic: "Lightning!" T154–T155            Read: <i>Where Do They Go in Rain or Snow?</i> T168–T187  <u>Leveled Readers</u>            At the Weather Station (Realistic Fiction)  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T118 (Tsunamis)            Cross-Curricular Perspectives: Science, T185 (Tilt of Earth and Seasons)</p>

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<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><b>SE/TE:</b>            Quest Check-In: How does the sun affect loam and sand?, 32-33            The Sun's Energy, 28            Warm Air, 29</p>	<p>Unit 1:  <u>Leveled Readers</u>            Sunlight: A Natural Resource (Expository Text)            Unit 2:  <u>Selections</u>            Infographic: "Circle of Seasons" T146–T147  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons)            Unit 5:  <u>Selections</u>            Infographic: "Lightning!" T154–T155            Read Aloud: "Preparing for the Storm" T156–T157  <u>Leveled Readers</u>            At the Weather Station (Realistic Fiction)  <u>Instructional Content and Activities</u>            Cross-Curricular Perspectives: Science, T185 (Tilt of Earth and Seasons)</p>
<p>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>	<p><b>SE/TE:</b>            Investigate Lab: Where did the water go?, 27            The Water Cycle, 30-31</p>	<p>Students can explore this objective with the following:            Unit 2:  <u>Selections</u>            Read: <i>A Green Kid's Guide to Watering Plants</i> T34–T55 (evaporation is discussed)  <u>Leveled Readers</u>            Earth's Waters (Expository Text)            Water's Journey (Expository Text)</p>

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SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.	<b>SE/TE:</b> Jumpstart Discovery!, 34 Air, 36 Wind and Its Effects, 37	Students can explore this objective with the following: Unit 2: <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T44 (Plant Structure and Soil) – air for the plant Unit 5: <u>Selections</u> Infographic: “Earth’s Features” T20–T21 Infographic: “Lightning!” T154–T155
SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.	<b>SE/TE:</b> Extreme Science: Hurricane Andrew, 39 Thunderstorms and Tornadoes, 42 Hurricanes, 43	Unit 5: <u>Selections</u> Infographic: “Lightning!” T154–T155 Read Aloud: “Preparing for the Storm” T156–T157 Read: <i>Where Do They Go in Rain or Snow?</i> T168–T187 <u>Leveled Readers</u> At the Weather Station (Realistic Fiction)
SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	<b>SE/TE:</b> Jumpstart Discovery!, 204 Investigate Lab: How can you make a model of your body?, 205 One Body, Many Parts, 206-208 Quest Check-In: Use It and Move It, 209	Teachers can introduce this project with the following: Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 Unit 3: <u>Leveled Readers</u> Dancing Around (Informational Text)
SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	<b>SE/TE:</b> Investigate Lab: What is inside a seed or a bulb?, 185 Butterfly Life Cycle, 188-189 Plant Life Cycles, 187 Animal Life Cycles, 190	Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 Read: <i>A Green Kid’s Guide to Watering Plants</i> T34–T55 Read: <i>The Seasons of Arnold’s Apple Tree</i> T160–T185 Infographic: “Animals and Their Young” T216–T217 Read: <i>What’s in the Egg, Little Pip?</i> T230–T255

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<p>SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.</p>	<p><b>SE/TE:</b>  uConnect Lab: What do living things need?, 182  uInvestigate Lab: What do plants need to grow?, 193  uInvestigate Lab: What do animals need?, 199  Animals Need Things to Grow, 200  Animals Need Space to Move, 201  uDemonstrate Lab: How does a plant make oxygen? 218-219</p>	<p>Unit 2:  <u>Selections</u>  Diagram: “See How They Grow” T20–T21  Read: <i>A Home on the Prairie</i> T100–T115  Infographic: “Animals and Their Young” T216–T217  Infographic: “Animals on the Move” T286–T287  Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T300–T317  <u>Leveled Readers</u>  Polar Animals (Expository Text)  The Underground Crowd (Informational Text)</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><b>SE/TE:</b>  uInvestigate Lab: Who lives in a grassland?, 227  Habitats, 228  Living Things and Their Habitats, 229  Quest Check-In: Which habitat is best?, 230-231  uInvestigate Lab: What do land plants need?, 235  Wetlands, 245</p>	<p>Unit 2:  <u>Selections</u>  Diagram: “See How They Grow” T20–T21  Infographic: “Grassy Places” T86–T87  Read: <i>A Home on the Prairie</i> T100–T115  Infographic: “Animals and Their Young” T216–T217  Infographic: “Animals on the Move” T286–T287  Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T300–T317  <u>Instructional Content and Activities</u>  Cross-Curricular Perspectives: Science, T36, T104, T108, T110, T165, T179, T233, T239, T245 (Animals and Patterns)  Unit 5:  <u>Selections</u>  Read: <i>Where Do They Go in Rain or Snow?</i> T168–T187</p>

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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><b>SE/TE:</b>            uInvestigate Lab: Which soil do beans grow best in?, 13            Science Toolbox: Ask Questions, 16            uInvestigate Lab: How can an object change from being still to having motion?, 137            Science Practice Toolbox: Ask Questions, 156            Questions, EM0            Evidence, EM6</p>	<p>Students have opportunities to ask questions with the following selections:</p> <p>Unit 1:  <u>Selections</u>            Infographic: Two Different Places T268–T269 (Different Ecosystems)            Unit 2:  <u>Selections</u>            Diagram: “See How They Grow” T20–T21  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 5:  <u>Instructional Content and Activities</u>            Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>
<p>SC.2.N.1.2 Compare the observations made by different groups using the same tools.</p>	<p><b>SE/TE:</b>            uConnect Lab: Which water is hotter?, 4            uDemonstrate Lab: How can I collect weather data?, 52-53            uInvestigate Lab: How strong is a magnet?, 155            uInvestigate Lab: What do plants need to grow?, 193            uInvestigate Lab: What do land plants need?, 235            Your Senses, EM2</p>	<p>Unit 1:  <u>Selections</u>            Infographic: “Seeing Stars” T20–T21            Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 5:  <u>Selections</u>            Infographic: "Lightning!" T154–T155            Infographic: "Famous Rocks" T286–T287  <u>Leveled Readers</u>            At the Weather Station (Realistic Fiction)            Objects in Space (Informational Text)  <u>Instructional Content and Activities</u>            Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>



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<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><b>SE/TE:</b>  uConnect Lab: Which object is bigger?, 58  uInvestigate Lab: How do plants survive in water?, 241  Evidence, EM6</p>	<p>Unit 1:  <u>Selections</u>  Read: <i>How Many Stars in the Sky?</i> T34–T53  Unit 2:  <u>Selections</u>  Diagram: “See How They Grow” T20–T21  Read Aloud: “When Animals Do Not Migrate” T288–T289  <u>Instructional Content and Activities</u>  Research Project: Informational Writing: Research Tree Bark, T484–T495  Unit 5:  <u>Selections</u>  Read: <i>Where Do They Go in Rain or Snow?</i> T168–T187</p>
<p>SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.</p>	<p><b>SE/TE:</b>  Quest Check-In: How does the sun affect loam and sand?, 32-33  uDemonstrate Lab: How does speed affect how far an object moves?, 176-177  uConnect Lab: What forces are used in tug-of-war?, 134  Repeating Investigations, EM8</p>	<p>Students can explore how scientists investigate and come to conclusions with the following selections:</p> <p>Unit 1:  <u>Selections</u>  Infographic: Two Different Places T268–T269 (Different Ecosystems)  Unit 2:  <u>Selections</u>  Diagram: “See How They Grow” T20–T21  <u>Instructional Content and Activities</u>  Research Project: Informational Writing: Research Tree Bark, T484–T495  Unit 5:  <u>Instructional Content and Activities</u>  Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>

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<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><b>SE/TE:</b>            uInvestigate Lab: Where did the water go?, 27            uInvestigate Lab: How can you make a bigger bubble?, 81            uInvestigate Lab: What is inside a seed or a bulb?, 185            uConnect Lab: What is out there?, 224            Evidence, EM6            Inferences, EM7</p>	<p>Unit 1:  <u>Selections</u>            Infographic: "Seeing Stars" T20–T21  <u>Leveled Readers</u>            Notes from Antarctica (Expository Text)            Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 5:  <u>Selections</u>            Infographic: "Lightning!" T154–T155            Infographic: "Famous Rocks" T286–T287  <u>Leveled Readers</u>            At the Weather Station (Realistic Fiction)            Objects in Space (Informational Text)  <u>Instructional Content and Activities</u>            Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>

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<p>SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.</p>	<p><b>SE/TE:</b>            Career Connection: Soil Scientist, 47            uEngineer It!: Design a Nutcracker, 66-67            Quest Check-In: How do you use shapes when building?, 78-79            uEngineer It!: Plan a Habitat on Mars, 232-233            Groups at Work, EM9</p>	<p>Students have opportunities to explore how people solve problems with the following selections:</p> <p>Unit 1:  <u>Selections</u>            Infographic: “We Make Our Neighborhood Better” T84–T85 (Community Garden)            Unit 4:  <u>Selections</u>            Read Aloud: “Making a Difference in Your Community” T158–T159            Infographic: “Old Stuff, New Uses” T226–T227            Read: <i>One Plastic Bag</i> T240–T265            Infographic: “Look What We Can Do!” T296–T297            Read: <i>Kids Can Be Big Helpers</i> T310–T327  <u>Leveled Readers</u>            Helping Your Community (Expository Text)</p>
<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>	<p><b>SE/TE:</b>            uConnect Lab: Which object is bigger?, 58            Matter Everywhere, 62            Measure Properties, 70            Observe Properties, 71            Test Properties, 72            Quest Check-In: Observe, measure, or test?, 73</p>	<p>Unit 1:  <u>Selections:</u>            Infographic: Two Different Places T268–T269 (Different Ecosystems)            Unit 2:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 3:  <u>Selections:</u>            Listening Comprehension:            Procedural Text: “How to Make Glitter Slime” T282–T283            “My Food, Your Food” T294–T317 (includes a recipe)</p>

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SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.	<b>SE/TE:</b> Types of Matter, 63 Describing Matter, 64 States of Matter, 83 Topic Assessment, #1, 90	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>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T50 (Plant Growth and Water Cycle)
SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	<b>SE/TE:</b> Types of Matter, 63 Quest Check-In: Build with Solids, Liquids, and Gases, 65 Shapes of Liquids and Gases, 82 Measure Liquids, 84 Topic Assessment, #4-#5, 91	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 Unit 5: <u>Selections</u> Read Aloud: “Volcanoes” and “Shifting Plates” T88–T89 Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123 Infographic: “Famous Rocks” T286–T287 Read: <i>Rocks!</i> T300–T317
SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.	<b>SE/TE:</b> Investigate Lab: Where did the water go?, 27 The Water Cycle, 30-31 Describing Matter, 64	Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) Water’s Journey (Expository Text) <u>Instructional Content and Activities</u> Cross-Curricular Perspectives: Science, T50 (Plant Growth and Water Cycle)
SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.	<b>SE/TE:</b> Investigate Lab: How does weather repeat?, 21 Math Toolbox, 110	Unit 1: <u>Selections:</u> Explore the Infographic: Infographic: Two Different Places T268–T269 (Different Ecosystems)

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SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	<b>SE/TE:</b> Measure Liquids, 84	Unit 3: <u>Selections:</u> Listening Comprehension: Procedural Text: “How to Make Glitter Slime” T282–T283
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.	<b>SE/TE:</b> Investigate Lab: How can you change objects?, 103 You Can Change Matter, 105 Matter Changes in Many Ways, 106 Quest Check-In: How does temperature change matter over time?, 113	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 Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T226–T227 Unit 5: <u>Selections</u> Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123 <u>Leveled Readers</u> Our Changing Earth (Informational Text) Artificial Islands (Informational Text)
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.	<b>SE/TE:</b> Energy, 138 Literary Toolbox: Use Evidence from Text, 138 Cars and Energy, 139	Students can explore forms of energy with the following:  Unit 1: <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text) Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text) – sand to glass; clay to bricks Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T226–T227 <u>Instructional Content and Activities</u> Compare Across Texts: Making a Difference, T482–T483 Unit 5: <u>Selections</u> Read Aloud: “Volcanoes” and “Shifting Plates” T88–T89 (energy)

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(Continued) 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.		(Continued) <u>Leveled Readers</u> Technology: Then and Now (Informational Text)
SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.	<b>SE/TE:</b> uConnect Lab: What forces are used in tug-of-war?, 134 uInvestigate Lab: How can you make an object that moves?, 143 uInvestigate Lab: How can you change how fast or slow an object moves?, 149 Fast and Slow, 151 Quest Check-In: Amount of Force, 153	Students can explore forces and motion with the following:  Unit 3: <u>Leveled Readers</u> Dancing Around (Informational Text) Game On! (Informational Text) Unit 5: <u>Selections</u> Read Aloud: "Volcanoes" and "Shifting Plates" T88–T89 Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123 Infographic: "Earth Erupts" T218–T219 <u>Leveled Readers</u> Objects in Space (Informational Text) Magnificent Magnets (Informational Text)
SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.	<b>SE/TE:</b> uInvestigate Lab: How strong is a magnet?, 155 Magnets, 156 uEngineer It: Design a Toy Car!, 168-169	Unit 4: <u>Leveled Readers</u> Magnificent Magnets (Informational Text)
SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.	<b>SE/TE:</b> Jumpstart Discovery!, 160 Gravity, 162 Resisting Gravity, 163 Pull of Gravity, 164 Quest Check-In: How does gravity affect the way water flows?, 166-167	Students can explore the concept of gravity with the following:  <b>Unit 2:</b> Student Interactive (Gravity Makes Tides), T487 <b>Unit 3:</b> <u>Selections</u> Read: <i>Interstellar Cinderella</i> T164–T178, T188–T189

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<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>	<p><b>SE/TE:</b>            uInvestigate Lab: How can you change how fast or slow an object moves?, 149            Fast and Slow, 151            Far and Near, 152            Quest Check-In: Amount of Force, 153            uDemonstrate Lab: How does speed affect how far an object moves?, 176-177</p>	<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)            Unit 5:  <u>Selections</u>            Read Aloud: "Volcanoes" and "Shifting Plates" T88–T89            Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123            Infographic: "Earth Erupts" T218–T219  <u>Leveled Readers</u>            Objects in Space (Informational Text)            Magnificent Magnets (Informational Text)</p>
<p>LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>SE/TE:</b>            Quest Connection, 23            Literacy Connection; Sequence, 101            Jumpstart Discovery!, 184            Quest Connection, 186            Quest Connection, 229</p>	<p>Students are encouraged to ask and answer questions for each selection in myView Literacy. For examples see:</p> <p>Unit 2:  <u>Selections</u>            Diagram: "See How They Grow" T20–T21            Infographic: "Animals on the Move" T286–T287            Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T300–T317            Unit 4:  <u>Selections</u>            Read: <i>One Plastic Bag</i> T240–T265            Unit 5:  <u>Selections</u>            Infographic: "The Grand Canyon" T86–T87            Read: <i>How Water Shapes the Earth   How Earthquakes Shape the Earth</i> T100–T123</p>

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<p><u>LAFS.2.RI.2.4</u> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>This objective is addressed throughout. See the following, for example: <b>SE/TE:</b> Kinds of Soil, 15 Weather Patterns, 22 Thunderstorms and Tornados, 42 Test Properties, 72 Reversible or Not, 112 Fast and Slow, 151 Plants and Animals, 186 One Body Many Parts, 206 Living Things and Their Habitats, 229 Wetlands, 245</p>	<p>Preview Vocabulary and Develop Vocabulary for each selection encourages students to determine the meaning of words. For examples see:</p> <p>Unit 2: <u>Selections</u> Read: <i>The Seasons of Arnold's Apple Tree</i> T160, T184 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T300, T316 Unit 5: <u>Selections</u> Read: <i>Rocks!</i> T300, T316</p>
<p><u>LAFS.2.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>SE/TE:</b> Reading Check; Draw Conclusions, 5 Literacy Toolbox: Draw Conclusions, 9 Reading Check; Draw Conclusions, 24 Literacy Connection: Cause and Effect, 59 Literacy Connection: Sequence, 101</p>	<p>myView Literacy provides many Leveled Readers to include in a science curriculum. For examples see:</p> <p>Unit 1: <u>Leveled Readers</u> Continents and Oceans (Informational Text) Unit 2: <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) Unit 5: <u>Leveled Readers</u> Our Changing Earth (Informational Text) The Rising Seas (Informational Text)</p>



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<p><u>LAFS.2.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>	<p><b>SE/TE:</b>            uInvestigate Lab: How can you classify rocks?, 7            uInvestigate Lab: How does weather repeat?, 21            uInvestigate Lab: What is different?, 61            Model It, 67            STEM uConnect Lab: How can you use all of the materials?, 100            uEngineer It!: Improve a Sipping Cup, 120            uInvestigate Lab: How can you change how fast or slow an object moves?, 149            uConnect Lab: What do living things need?, 182            uEngineer It!: Plan a Habitat on Mars!, 232-233</p>	<p>Listening Comprehension &amp; Respond and Analyze are examples of many opportunities in myView Literacy for discussion and sharing of ideas. For examples see:</p> <p>Unit 1:  <u>Selections</u>            Read Aloud: "Troy's Project" T86–T87 (Picking Up Trash)            Unit 2:  <u>Selections</u>            Read Aloud: "Patterns on the Prairie" T22–T23            Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> T316–T317            Unit 4:  <u>Selections</u>            Read Aloud: "Shoes and Hands Across the World" T228–T229            Unit 5:  <u>Selections</u>            Read Aloud: "The Grand Canyon" T22–T23</p>
<p><u>LAFS.2.W.3.7</u> 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).</p>	<p><b>SE/TE:</b>            uInvestigate Lab: Which soil do beans grow best in?, 13            Quest Check-In Lab: How does the sun affect loam and sand?, 32-33            uConnect Lab: Which object is bigger?, 58-59            uInvestigate Lab: What is different?, 61            uConnect Lab: What forces are used in tug-of-war?, 134            STEM Quest Check-In Lab: How does gravity affect the way water flows?, 166-167</p>	<p>Unit 1:  <u>Instructional Content and Activities</u>            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 5:  <u>Instructional Content and Activities</u>            Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>

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<p><u>LAFS.2.W.3.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>This objective is addressed throughout. See the following, for example:  <b>SE/TE:</b>            uInvestigate Lab: Which soil do beans grow best in?, 13            Quest Check-In Lab: How does the sun affect loam and sand?, 32-33            uConnect Lab: Which object is bigger? 58            STEM Quest Check-In Lab: How do you use shapes when building?, 78-79            uInvestigate Lab: How does heating and cooling change matter?, 109            uInvestigate Lab: How can an object change for being still to having motion?, 137            uInvestigate Lab: What is inside a seed or a bulb?, 185            uConnect Lab: What is out there?, 224</p>	<p>Unit 1:  <u>Instructional Content and Activities</u>            Compare Across Texts: Nature’s Wonders (Patterns in Nature), T472–T473            Research Project: Informational Writing: Research Tree Bark, T484–T495            Unit 4:  <u>Instructional Content and Activities</u>            Compare Across Texts: Making a Difference, T482–T483            Unit 5:  <u>Instructional Content and Activities</u>            Compare Across Texts: Making a Difference (Our Incredible Earth), T472–T473            Research Project: Our Incredible Earth (Explore Changes with the Earth), T484–T495</p>
<p><u>HE.2.B.5.2</u> Name healthy options to health-related issues or problems.</p>	<p><b>SE/TE:</b>            Quest Check-In: Use It and Move It, 209            Quest Findings: Help Make a Healthcare Guide, 212</p>	<p>For supporting content please see:             Unit 4:  <u>Selections</u>            Read: <i>Kids Can Be Big Helpers</i> T310–T327 – especially Helping Others Is Good for People, T320</p>
<p><u>HE.2.C.1.5</u> Recognize the locations and functions of major human organs.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How can you make a model of the human body?, 205            Quest Check-In: Use It and Move It, 209</p>	<p>For supporting content please see:             Unit 1:  <u>Instructional Content and Activities</u>            Handwriting: Proper Sitting Position and Proper Paper Position, T26–T27</p>

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<p><b>MAFS.2.MD.4.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p><b>SE/TE:</b> Math Toolbox: Measuring Objects, 77 Math Toolbox: Measure Length, 207 Inferences, EM7</p>	<p><b>Unit 3:</b> <b>Selections:</b> Listening Comprehension: Procedural Text: <i>“How to Make Glitter Slime”</i> T282–T283 <i>“My Food, Your Food”</i> T294–T317 (includes a recipe)</p>
<p><b>MAFS.2.MD.4.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p><b>SE/TE:</b> ulnvestigate Lab: How does weather repeat? 21 STEM Math Connection, 87 ulnvestigate Lab, 235</p>	<p>For supporting content please see:</p> <p>Unit 1: <u>Instructional Content and Activities</u> Wrap-Up: Using a T-Chart, T23 Create a Three-Column Chart, T455 Unit 2: <u>Instructional Content and Activities</u> Share Information: Two Column Chart, T206</p>
<p><b>ELD.K12.ELL.SC.1</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p>This objective is addressed throughout. See the following, for example: <b>SE/TE:</b> Jumpstart Discovery, 12 Improve Plantable Pots, 18-19 Describe Matter, 64 How do you use shapes when building? 78-79 Career Connection, 123 Jumpstart Discovery, 192</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2: <u>Instructional Content and Activities</u> Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> – ELL Targeted Support, T306 Unit 4: <u>Instructional Content and Activities</u> Read: <i>Amazing Migrations: One Plastic Bag</i> – ELL Targeted Support, T250 Unit 5: <u>Instructional Content and Activities</u> Read: <i>Rocks!</i> – ELL Targeted Support, T309</p>

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<p><u>ELD.K12.ELL.SI.1</u> English language learners communicate for social and instructional purposes within the school setting.</p>	<p>This objective is addressed throughout. See the following, for example:  <b>SE/TE:</b>            Improve Plantable Pots, 18-19            Different Seasons, Different Weather, 25            Describe Matter, 64            Jumpstart Discovery, 154            Jumpstart Discovery, 184            Butterfly Life cycle, 188-189</p>	<p>English Language Support is provided throughout all lessons in myView Literacy. For examples in the science themed selections see:</p> <p>Unit 2:  <u>Instructional Content and Activities</u>            Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> – ELL Targeted Support, T306</p> <p>Unit 4:  <u>Instructional Content and Activities</u>            Read: <i>Amazing Migrations: One Plastic Bag</i> – ELL Targeted Support, T250</p> <p>Unit 5:  <u>Instructional Content and Activities</u>            Read: <i>Rocks!</i> – ELL Targeted Support, T309</p>
<p>MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.</p>	<p><b>SE/TE:</b>            uEngineer It! Improve STEM: Improve Plantable Pots, 18-19            uEngineer It! Model STEM: Design a Nutcracker, 66-67            STEM uInvestigate Lab: What can beavers teach engineers?, 69            STEM Quest Check-In Lab: How do you use shapes when building?, 78-79            STEM Quest Check-In Lab: What materials make a bridge strong?, 118-119            uEngineer It! Build STEM: Design a Toy Car!, 168-169            uEngineer It! Model STEM: Model a Robot Animal!, 210-211</p>	<p>Students explore this objective with the following:</p> <p>Unit 4:  <u>Selections:</u>            Read: <i>Kids Can Be Big Helpers</i> T318 (Importance of Problem Solving)</p>

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MAFS.K12.MP.2.1 Reason abstractly and quantitatively.	<b>SE/TE:</b> Quest Connection, 23 Quest Check-In Lab: What happens to a sand dune during a storm?, 44-45 Quest Check-In, 73 Math Toolbox: Measuring Objects, 77 Quest Connection, 104 Math Toolbox, 110 Math Toolbox: Compare Numbers, 152 uInvestigate Lab: Who lives in a grassland?, 227	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.	<b>SE/TE:</b> Quest Check-In: Different Seasons, Different Weather, 25 Engineering Practice Toolbox, 36 UConnect Lab: Which object is bigger?, 58 uInvestigate Lab: How can you make a bubble bigger?, 81 Quest Check-In: How does temperature change matter over time?, 113 STEM uDemonstrate Lab: How can you make something new?, 128-129 STEM uInvestigate Lab: How can you make an object that moves?, 143 Quest Connection, 200	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.4.1 Model with mathematics	<b>SE/TE:</b> uDemonstrate Lab; How can I collect weather data?, 52-53 Math Toolbox: Measuring Objects, 77 Math Toolbox, 110 Math Toolbox: Compare Numbers, 152 Math Toolbox: Subtract, 201 Math Toolbox: Measure Length, 207	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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MAFS.K12.MP.5.1 Use appropriate tools strategically.	<b>SE/TE:</b> uConnect Lab: Which water is hotter?, 4 UInvestigate Lab: How does weather repeat?, 21 Quest Check-In Lab: How does the sun affect loam and sand?, 32-33 Math Toolbox, 110 uConnect Lab: What is out there?, 224 uDemonstrate Lab: How can you compare diversity in two habitats?, 254	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.6.1 Attend to precision.	<b>SE/TE:</b> uEngineer It! Improve: Improve a Sipping Cup!, 120-121 uInvestigate Lab: How can you change how fast or slow an object moves?, 149 uEngineer It! Build: Design a Toy Car, 168-169 Quest Findings: STEM Design an Obstacle Course, 170 uEngineer It! Model: Model a Robot Animal!, 210-211	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
MAFS.K12.MP.7.1 Look for and make use of structure.	<b>SE/TE:</b> Quest Check-In Lab: How does the sun affect loam and sand?, 32-33 STEM uInvestigate Lab: How can building survive strong winds?, 35 Quest Findings: Be a soil detective, 46 STEM Quest Check-In Lab: How do you use shapes when building?, 78-79 uInvestigate Lab:, How can you change an object?, 103 uEngineer It! Improve: Improve a Sipping Cup!, 120-121 Quest Findings: STEM Design an Obstacle Course, 170 uEngineer It! Model: Model a Robot Animal!, 210-211	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.	<b>SE/TE:</b> ulnvestigate Lab: How does weather repeat?, 21 Quest Check-In Lab: How does the sun affect loam and sand?, 32-33 Quest Check-In Lab: What happens to a sand dune during a storm?, 44-45 ulnvestigate Lab: How can you make a bigger bubble?, 81 ulnvestigate Lab: How can you change objects?, 103 uConnect Lab: What forces are used in tug-of-war?, 134	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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