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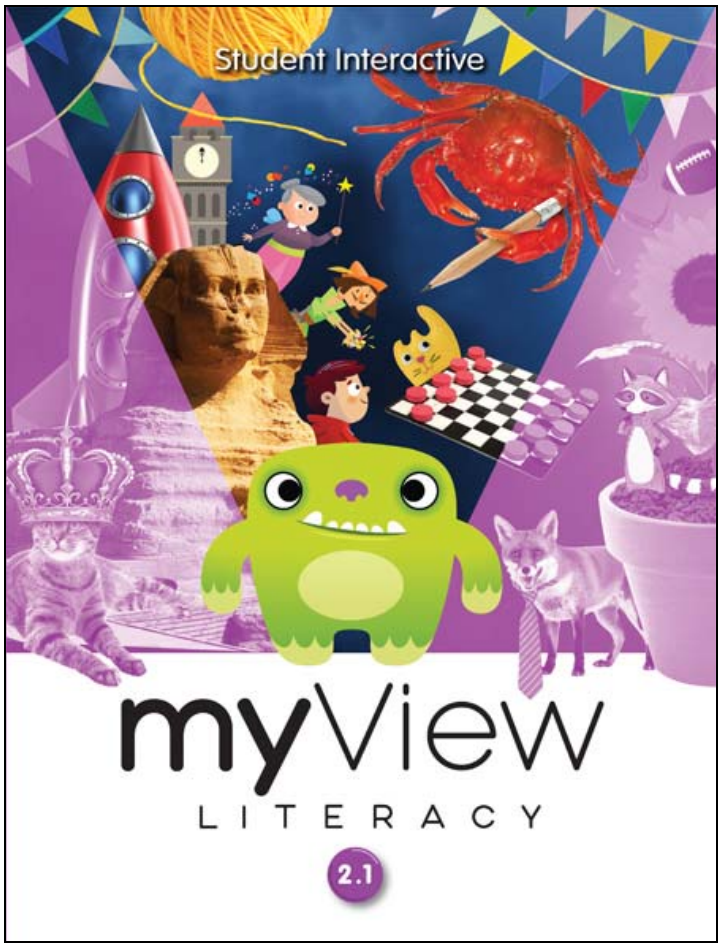

To the

Massachusetts Science and Technology/Engineering Curriculum Framework Grade 2

SAVVAS

A Correlation of myView Literacy, Grade 2, ©2020 to the Massachusetts Science and Technology/Engineering Curriculum Framework

Introduction

This document demonstrates how ***myView Literacy,* ©2020** meets the ***Massachusetts Science and Technology/Engineering Curriculum Framework***. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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.

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Grade 2	
Grade 2: Earth and Space Sciences	
ESS1. Earth's Place in the Universe	
[2-ESS1-1 from NGSS is not included.]	
ESS2. Earth's Systems	
2-ESS2-1. Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	**Unit 2:** **Selections** Diagram: "See How They Grow" T20–T21 Read Aloud: "Patterns on the Prairie" T30–T31 Read: *A Green Kid's Guide to Watering Plants* T40–T57 Infographic: "Grassy Places" T98–T99 Read: *A Home on the Prairie* T118–T129 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T54 (Plant Growth and Water Cycle) **Unit 5:** **Selections** Read: *How Water Shapes the Earth* and *How Earthquakes Shape the Earth* T118–T127, T130–T137 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, U5: T53 (Erosion and Mesas) **Digital Resources:** ***Unit 2***>Leveled Readers> Earth's Waters (Expository Text) >Water's Journey (Expository Text) ***Unit 5***>Leveled Readers> Artificial Islands (Informational Text) >Logging Our Forests (Informational Text) >The Buried Beach (Realistic Fiction) >The Rising Seas (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Clarification Statements:	
• Solutions to be compared could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.	
• Solutions can be generated or provided.	
2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area.	**Unit 5:** **Selections** Infographic: “Earth’s Features” T20–T21 Read: *Introducing Landforms* T40–T57 Infographic: "The Grand Canyon” T98–T99 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T40 (Oceans) Cross-Curricular Perspectives: Science, U5: T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, U5: T53 (Erosion and Mesas) Cross-Curricular Perspectives: Science, U5: T119 (Rivers) Cross-Curricular Perspectives: Science, U5: T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, U5: T126 (Glaciers) Cross-Curricular Perspectives: Science, U5: T275, T282, T287, T291 (Volcanoes) Cross-Curricular Perspectives: Science, U5: T363 (Gastroliths) **Digital Resources:** ***Unit 1***>Leveled Readers> Continents and Oceans (Informational Text) >Notes from Antarctica (Expository Text) ***Unit 5***>Leveled Readers> Artificial Islands (Informational Text) >Continents on the Move (Informational Text) >The Rising Seas (Informational Text) > Our Changing Earth (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Clarification Statements:	
• Examples of types of landforms can include hills, valleys, river banks, and dunes.	
• Examples of water bodies can include streams, ponds, bays, and rivers.	
• Quantitative scaling in models or contour mapping is not expected.	
2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.	**Unit 2:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T54 (Plant Growth and Water Cycle) Cross-Curricular Perspectives: Science, U2: T364 (Arctic Region) **Unit 5:** **Selections** Read: *How Water Shapes the Earth* and *How Earthquakes Shape the Earth* T118–T127, T130–T137 Read: *Where Do They Go in Rain or Snow?* T198–T213 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T40 (Oceans) Cross-Curricular Perspectives: Science, U5: T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, U5: T119 (Rivers) Cross-Curricular Perspectives: Science, U5: T125 (Waterfalls) Cross-Curricular Perspectives: Science, U5: T126 (Glaciers) Cross-Curricular Perspectives: Science, U5: T134 (Tsunamis) Cross-Curricular Perspectives: Science, U5: T210 (Lake Ecosystem in Winter) **Digital Resources:** ***Unit 1***>Leveled Readers>Notes from Antarctica (Expository Text) ***Unit 2***>Leveled Readers>Earth's Waters (Expository Text) ***Unit 5***>Leveled Readers> Artificial Islands (Informational Text) >Glaciers (Informational Text) >Guroop and the Ocean Tides (Realistic Fiction) >The Rising Seas (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	myView Literacy Grade 2, ©2020
2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.	**Unit 2:** **Selections** Diagram: "See How They Grow" T20–T21 Read Aloud: "Patterns on the Prairie" T30–T31 Read: *A Green Kid's Guide to Watering Plants* T40–T57 Infographic: "Grassy Places" T98–T99 Read: *A Home on the Prairie* T118–T129 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T54 (Plant Growth and Water Cycle) **Unit 5:** **Selections** Read: *How Water Shapes the Earth* and *How Earthquakes Shape the Earth* T118–T127, T130–T137 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, U5: T53 (Erosion and Mesas) **Digital Resources:** ***Unit 2***>Leveled Readers>Earth's Waters (Expository Text) >Water's Journey (Expository Text) ***Unit 5***>Leveled Readers>Artificial Islands (Informational Text) >Logging Our Forests (Informational Text) >The Buried Beach (Realistic Fiction) >The Rising Seas (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Clarification Statement:	
• Examples of types of landforms can include hills, valleys, river banks, and dunes.	
Grade 2: Life Science	
LS2. Ecosystems: Interactions, Energy, and Dynamics	
2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.	**Unit 1:** **Selections** Read: *You Can't Climb a Cactus* T336–T349 (Desert Ecosystem and Plants) **Unit 2:** **Selections** Diagram: "See How They Grow" T20–T21 Read: *A Green Kid's Guide to Watering Plants* T40–T57 Infographic: "Grassy Places" T98–T99 Read Aloud: *The Art of Gardens* T108–T109 Read: *The Seasons of Arnold's Apple Tree* T190–T211 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T46 (Plant Structure and Soil) Cross-Curricular Perspectives: Science, U2: T48 (Plant Structure) Cross-Curricular Perspectives: Science, U2: T54 (Plant Growth and Water Cycle) Cross-Curricular Perspectives: Science, U2: T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, U2: T122 (Burrowing Owls) Cross-Curricular Perspectives: Science, U2: T192 (Plant Structure) Cross-Curricular Perspectives: Science, U2: T273, T279, T288 (Animal Life Cycle and Penguins) Cross-Curricular Perspectives: Science, U2: T360 (Migrating Mammals) **Unit 4:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U4: Parasite Plant, T209 **Digital Resources:** ***Unit 2***>Leveled Readers>Amazing Migrations (Expository Text) >Nature's Patterns (Expository Text) >Plants of the Sonoran Desert (Expository Text) >Polar Animals (Expository Text) >The Monarch Butterfly (Expository Text) >Time to Hibernate (Animal Fantasy)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Clarification Statement:	
• Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds.	
[2-LS2-1 is included in other standards, including K-LS1-1 and 2-LS2-3(MA). 2-LS2-2 from NGSS is not included.]	
LS4. Biological Evolution: Unity and Diversity	
2-LS4-1. Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.	**Unit 1:** **Selections** Infographic: Two Different Places T316–T317 (Different Ecosystems) Read: *You Can't Climb a Cactus* T336–T349 (Desert Ecosystem and Plants) **Unit 2:** **Selections** Read Aloud: "Patterns on the Prairie" T30–T31 Read: *A Green Kid's Guide to Watering Plants* T40–T57 Infographic: "Grassy Places" T98–T99 Read Aloud: *The Art of Gardens* T108–T109 Read: *A Home on the Prairie* T118–T129 Infographic: "Animals and Their Young" T252–T253 Infographic: "Animals on the Move" T334–T335 Read Aloud: "When Animals Do Not Migrate" T344–T345 Read: *Amazing Migrations: Butterflies, Bats, and Birds* T354-T367 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, U2: T122 (Burrowing Owls) Cross-Curricular Perspectives: Science, U2: T124 (Prairie Dogs and Burrowing) Cross-Curricular Perspectives: Science, U2: T360 (Migrating Mammals) Cross-Curricular Perspectives: Science, U2: T364 (Arctic Region) **Unit 5:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T198 (Ret-tailed Hawks)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
(Continued)	(Continued) **Digital Resources:** ***Unit 2***>Leveled Readers> Amazing Migrations (Expository Text) >Plants of the Sonoran Desert (Expository Text) >Polar Animals (Expository Text) >The Monarch Butterfly (Expository Text) >Time to Hibernate (Animal Fantasy) >We Make Patterns
Clarification Statements:	
• Examples of areas to compare can include temperate forest, desert, tropical rain forest, grassland, arctic, and aquatic.	
• Specific animal and plant names in specific areas are not expected.	
Grade 2: Physical Science	
PS1. Matter and Its Interactions	
2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.	**Unit 2:** **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U2: T46 (Plant Structure and Soil) Cross-Curricular Perspectives: Science, U2: T48 (Plant Structure) Research Project: Informational Writing: Research Tree Bark, T418–T429 **Unit 5:** **Selections** Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: *Rocks!* T354–T367 **Activities and Supplemental Material** Cross-Curricular Perspectives: Science, U5: T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, U5: T123 (Sand) Cross-Curricular Perspectives: Science, U5: T355 (Asteroid) Cross-Curricular Perspectives: Science, U5: T363 (Gastroliths) **Digital Resources:** ***Unit 5***>Leveled Readers> Magnificent Magnets (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	myView Literacy Grade 2, ©2020
2-PS1-2. Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose.*	**Unit 1:** **Selections** Infographic: Two Different Places T316–T317 (Different Ecosystems) **Unit 2:** **Activities and Supplemental Material** Research Project: Informational Writing: Research Tree Bark, T418–T429 **Unit 4:** **Selections** Infographic: “Old Stuff, New Uses” T262–T263 **Unit 5:** **Selections** Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: *Rocks!* T354–T367 **Digital Resources:** ***Unit 5***>Leveled Readers>Magnificent Magnets (Informational Text)
Clarification Statements:	
• Examples of properties could include, color, flexibility, hardness, texture, and absorbency.	
• Data should focus on qualitative and relative observations.	
2-PS1-3. Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects.	Teachers can use these selections to introduce this objective: **Unit 2:** **Activities and Supplemental Material** Research Project: Informational Writing: Research Tree Bark, T418–T429 **Unit 4:** **Selections** Infographic: “Old Stuff, New Uses” T262–T263 **Unit 5:** **Selections** Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: *Rocks!* T354–T367 **Digital Resources:** ***Unit 5***>Leveled Readers>Magnificent Magnets (Informational Text)

2016 Massachusetts Science and Technology/Engineering Curriculum Framework	**myView Literacy Grade 2, ©2020**
Clarification Statements:	
• Materials should be pure substances or microscopic mixtures that appear contiguous at observable scales.	
• Examples of pieces could include blocks, building bricks, and other assorted small objects.	
2-PS1-4. Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.	Teachers can use these selections to introduce this objective: **Unit 5:** **Selections** Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 Read: *How Water Shapes the Earth* and *How Earthquakes Shape the Earth* T118–T127, T130–T137 Infographic: "Earth Erupts" T254–255 Read Aloud: "Volcano Sleeps" T264–T265 Read: *Volcano Wakes Up!* T274–T293 **Activities and Supplemental Material** Compare Across Texts: Making a Difference (Our Incredible Earth), T406–T407 Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429 **Digital Resources:** ***Unit 5***>Leveled Readers>The Rising Seas (Informational Text) >Our Changing Earth (Informational Text)

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Clarification Statements:	
• Examples of reversible changes could include materials such as water and butter at different temperatures.	
• Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and burning paper.	
PS3. Energy	
2-PS3-1(MA). Design and conduct an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other.	For supporting content please see: **Unit 3:** **Leveled Readers** **Unit 5:** **Selections** Read Aloud: “Volcanoes” and “Shifting Plates” T108–T109 Read: *How Water Shapes the Earth* and *How Earthquakes Shape the Earth* T118–T127, T130–T137 Infographic: "Earth Erupts" T254–255 **Leveled Readers** **Digital Resources:** ***Unit 3***> Dancing Around (Informational Text) >Game On! (Informational Text) ***Unit 5***>Leveled Readers> Magnificent Magnets (Informational Text) >Objects in Space (Informational Text)
Clarification Statements:	
• Examples could include an object sliding on rough vs. smooth surfaces.	
• Observations of temperature and speed should be qualitative.	
Grade 2: Technology/Engineering	
ETS1. Engineering Design	
2.K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.*	Teachers can use these selections to introduce this objective: **Unit 4:** **Selections** Infographic: “Old Stuff, New Uses” T262–T263 **Digital Resources:** ***Unit 1***>Cool Jobs (Expository Text) ***Unit 2***> Big Changes (Expository Text) ***Unit 5***> Amazing Animal Builders (Procedural-How-to) >Technology: Then and Now (Informational Text)