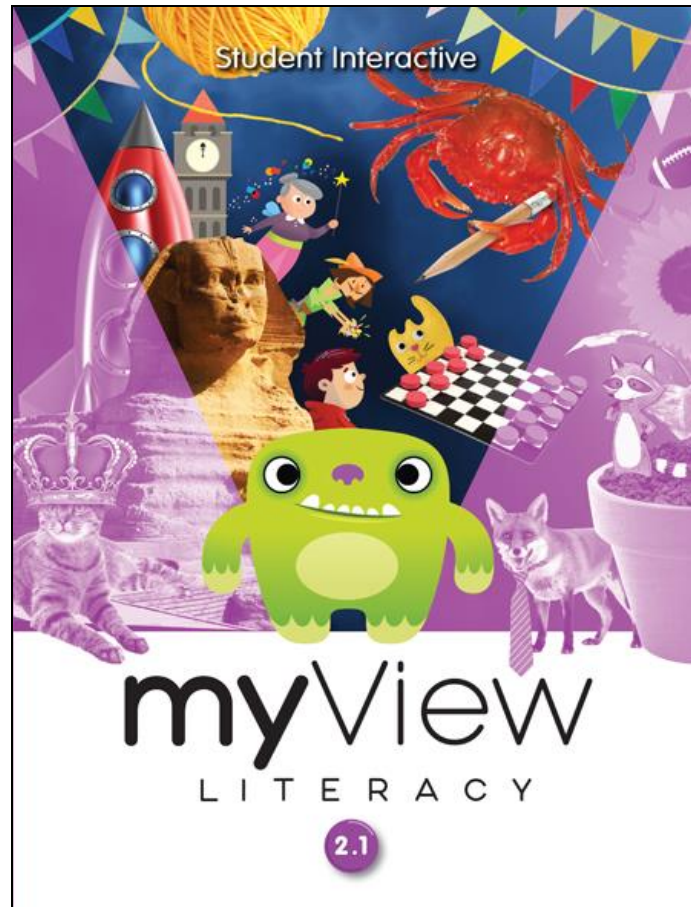


A Correlation of



Grade 2, ©2020

To the

**Next Generation Science Standards
(NGSS)
Grade 2**

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

Introduction

This document demonstrates how *myView Literacy, ©2020* supports the **Next Generation Science Standards**. 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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2 - Next Generation Science Standards Criteria, Grade 2 (PE) Performance Expectations	
(2-PS1) Structure and Properties of Matter	
(2-PS1-1) Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<p>Unit 1: <u>Selections</u> Read: <i>You Can't Climb a Cactus</i>, T336–T349 (Desert Ecosystem and Plants)</p> <p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Infographic: "Grassy Places" T98–T99 <u>Leveled Readers</u> Plants of the Sonoran Desert (Expository Text) Big Changes (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Compost) Cross-Curricular Perspectives: Science, T46 (Plant Structure and Soil) Cross-Curricular Perspectives: Science, T48 (Plant Structure) Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 5: <u>Selections</u> Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367 <u>Leveled Readers</u> Magnificent Magnets (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T123 (Sand) Cross-Curricular Perspectives: Science, T355 (Asteroid) Cross-Curricular Perspectives: Science, T363 (Gastroliths)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(2-PS1-2) Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</p>	<p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems)</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263</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>Leveled Readers</u> Magnificent Magnets (Informational Text)</p>
<p>(2-PS1-3) Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>Unit 1: <u>Leveled Readers</u> Cool Jobs (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text)</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263</p> <p>Unit 5: <u>Leveled Readers</u> Amazing Animal Builders (Procedural- How-to) Technology: Then and Now (Informational Text)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(2-PS1-4) Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>Unit 2: <u>Selections</u> Infographic: “Circle of Seasons” T170–T171 <u>Leveled Readers</u> Big Changes (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T364 (Arctic Region)</p> <p>Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons) Cross-Curricular Perspectives: Science, T275, T282, T287, T291 (Volcanoes) Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(2-LS2) Interdependent Relationships in Ecosystems	
(2-LS2-1) Plan and conduct an investigation to determine if plants need sunlight and water to grow.	<p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems) Read: <i>You Can't Climb a Cactus</i>, T336–T349 (Desert Ecosystem and Plants) <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text)</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>, T40–T57 Infographic: "Grassy Places" T98–T99 Read Aloud: <i>The Art of Gardens</i>, T108–T109 Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 Read: <i>The Seasons of Arnold's Apple Tree</i>, T190–T211 <u>Leveled Readers</u> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) Plants of the Sonoran Desert (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle) Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T202 (Plant Cycle and Apples) Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407 Research Project: Informational Writing: Research Tree Bark, T418–T429</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(2-LS2-2) Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	<p>Unit 2: <u>Leveled Readers</u> Plants of the Sonoran Desert (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, T126 (Food Chain) Cross-Curricular Perspectives: Science, T192 (Honey Bees) Cross-Curricular Perspectives: Science, T202 (Plant Cycle and Apples) Compare Across Texts: Nature’s Wonders (Patterns in Nature), T406–T407</p>
<p>(2-LS4-1) Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems) Read: <i>You Can’t Climb a Cactus</i>, T336–T349 (Desert Ecosystem and Plants) Unit 2: <u>Selections</u> 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 Aloud: <i>The Art of Gardens</i>, T108–T109 Read: <i>A Home on the Prairie</i>, 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: <i>Amazing Migrations: Butterflies, Bats, and Birds</i>, T354–T367 <u>Leveled Readers</u> Nature’s Patterns (Expository Text) We Make Patterns (Expository Text) Time to Hibernate (Animal Fantasy) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text) Amazing Migrations (Expository Text)</p>

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(2-ESS1) Earth's Systems: Processes that Shape the Earth	
(2-ESS1-1) Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Unit 5: <u>Selections</u> Logging Our Forests (Informational Text) 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: "Lightning!" T178–T179 Read Aloud: "Preparing for the Storm" T188–T189 Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213 Infographic: "Earth Erupts" T254–255 Read Aloud: "Volcano Sleeps" T264–T265 Read: <i>Volcano Wakes Up!</i> T274–T293 <u>Leveled Readers</u> Glaciers (Informational Text) Guroop and the Ocean Tides (Realistic Fiction) The Rising Seas (Informational Text) The Buried Beach (Realistic Fiction) Artificial Islands (Informational Text) Continents on the Move (Informational Text)

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(2-ESS2-1) Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</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 <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) Unit 5: <u>Selections</u> Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i>, T118–T127, T130–T137 <u>Leveled Readers</u> Logging Our Forests (Informational Text) The Rising Seas (Informational Text) The Buried Beach (Realistic Fiction) Artificial Islands (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T53 (Erosion and Mesas)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(2-ESS2-2) Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>Unit 1: <u>Leveled Readers</u> Adventure on Mt. Everest (Realistic Fiction) Continents and Oceans (Informational Text) Notes from Antarctica (Expository Text)</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</p> <p><u>Leveled Readers</u> Logging Our Forests (Informational Text) Glaciers (Informational Text) Our Changing Earth (Informational Text) The Rising Seas (Informational Text) The Buried Beach (Realistic Fiction) Artificial Islands (Informational Text) Continents on the Move (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Oceans) Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T53 (Erosion and Mesas) Cross-Curricular Perspectives: Science, T119 (Rivers) Cross-Curricular Perspectives: Science, T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T275, T282, T287, T291 (Volcanoes) Cross-Curricular Perspectives: Science, T363 (Gastroliths)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(2-ESS2-3) Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p>Unit 1: <u>Leveled Readers</u> Notes from Antarctica (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Earth’s Waters (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle) Cross-Curricular Perspectives: Science, T364 (Arctic Region)</p> <p>Unit 5: <u>Selections</u> Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i>, T118–T127, T130–T137 Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213</p> <p><u>Leveled Readers</u> Glaciers (Informational Text) Guroop and the Ocean Tides (Realistic Fiction) The Rising Seas (Informational Text) Artificial Islands (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Oceans) Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T119 (Rivers) Cross-Curricular Perspectives: Science, T125 (Waterfalls) Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T134 (Tsunamis) Cross-Curricular Perspectives: Science, T210 (Lake Ecosystem in Winter)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-ETS1) K-2.Engineering Design	
<p>(K-2-ETS1-1) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<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)</p> <p>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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text) Who’s Calling (Narrative Nonfiction) Let’s Talk (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-2-ETS1-2) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Selections</u> Infographic: “We Make Our Neighborhood Better” T96–T97 (Community Garden)</p> <p>Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263 Infographic: “Look What We Can Do!” T344–T345</p>
<p>(K-2-ETS1-3) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>Teachers can introduce this objective with the following:</p> <p>Unit 1: <u>Leveled Readers</u> Cool Jobs (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text)</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263</p> <p>Unit 5: <u>Leveled Readers</u> Amazing Animal Builders (Procedural- How-to) Technology: Then and Now (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
Next Generation Science Standards Criteria Grade 2 (DCI) Disciplinary Core Ideas	
(K-5-PS1-A) Structure and Properties of Matter	
(K-5-PS1-A-1) Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)	<p>Unit 1: <u>Leveled Readers</u> Notes from Antarctica (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Earth's Waters (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Compost) Cross-Curricular Perspectives: Science, T364 (Arctic Region) 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>Selections</u> Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i>, T118–T127, T130–T137 Read: <i>Where Do They Go in Rain or Snow?</i> T198–T213 Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367</p> <p><u>Leveled Readers</u> Glaciers (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Oceans) Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T119 (Rivers) Cross-Curricular Perspectives: Science, T125 (Waterfalls) Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T134 (Tsunamis) Cross-Curricular Perspectives: Science, T210 (Lake Ecosystem in Winter)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(K-5-PS1-A-2) Different properties are suited to different purposes. (2- PS1-2),(2-PS1-3)</p>	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263</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>Leveled Readers</u> Magnificent Magnets (Informational Text)</p>
<p>(K-5-PS1-A-3) A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</p>	<p>Unit 1: <u>Leveled Readers</u> Cool Jobs (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text)</p> <p>Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263</p> <p>Unit 5: <u>Leveled Readers</u> Amazing Animal Builders (Procedural- How-to) Technology: Then and Now (Informational Text)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-5-PS1-B) Chemical Reactions</p>	
<p>(K-5-PS1-B-1) Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)</p>	<p>Unit 2: <u>Selections</u> Infographic: “Circle of Seasons” T170–T171 <u>Leveled Readers</u> Big Changes (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T364 (Arctic Region) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons) Cross-Curricular Perspectives: Science, T275, T282, T287, T291 (Volcanoes) Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-LS2-A) Interdependent Relationships in Ecosystems	
(K-5-LS2-A-1) Plants depend on water and light to grow. (2-LS2-1)	<p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems) Read: <i>You Can't Climb a Cactus</i>, T336–T349 (Desert Ecosystem and Plants) <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text)</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>, T40–T57 Infographic: "Grassy Places" T98–T99 Read Aloud: <i>The Art of Gardens</i>, T108–T109 Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 Read: <i>The Seasons of Arnold's Apple Tree</i>, T190–T211 <u>Leveled Readers</u> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) Plants of the Sonoran Desert (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T54 (Plant Growth and Water Cycle) Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T202 (Plant Cycle and Apples) Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407 Research Project: Informational Writing: Research Tree Bark, T418–T429</p>

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<p>(K-5-LS2-A-2) Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</p>	<p>Unit 2: <u>Leveled Readers</u> Plants of the Sonoran Desert (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T120 (Bison and Grasslands) Cross-Curricular Perspectives: Science, T126 (Food Chain) Cross-Curricular Perspectives: Science, T192 (Honey Bees) Cross-Curricular Perspectives: Science, T202 (Plant Cycle and Apples) Compare Across Texts: Nature’s Wonders (Patterns in Nature), T406–T407</p>
<p>(K-5-LS4-D) Biodiversity and Humans</p>	
<p>(K-5-LS4-D-1) There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</p>	<p>Unit 1: <u>Selections</u> Infographic: Two Different Places T316–T317 (Different Ecosystems) Read: <i>You Can’t Climb a Cactus</i>, T336–T349 (Desert Ecosystem and Plants) Unit 2: <u>Selections</u> 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 Aloud: <i>The Art of Gardens</i>, T108–T109 Read: <i>A Home on the Prairie</i>, 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: <i>Amazing Migrations: Butterflies, Bats, and Birds</i>, T354–T367</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Nature’s Patterns (Expository Text) We Make Patterns (Expository Text) Time to Hibernate (Animal Fantasy) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text) Amazing Migrations (Expository Text) <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, T360 (Migrating Mammals) Cross-Curricular Perspectives: Science, T364 (Arctic Region) Unit 5: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T198 (Ret-tailed Hawks)
(K-5-ETS1-B) Developing Possible Solutions	
(K-5-ETS1-B-1) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.	Teachers can introduce this objective with the following: Unit 1: <u>Selections</u> Infographic: “We Make Our Neighborhood Better” T96–T97 (Community Garden) Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429 Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263 Infographic: “Look What We Can Do!” T344–T345

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-5-ESS1-C) The History of Planet Earth</p>	
<p>(K-5-ESS1-C-1) Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</p>	<p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Read Aloud: "The Grand Canyon" T30–T31 Infographic: "The Grand Canyon" T98–T99 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 Read Aloud: "Volcano Sleeps" T264–T265 Read: <i>Volcano Wakes Up!</i> T274–T293 Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367 <u>Leveled Readers</u> Glaciers (Informational Text) Our Changing Earth (Informational Text) The Rising Seas (Informational Text) Continents on the Move (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T130 (Earthquakes) Cross-Curricular Perspectives: Science, T134 (Tsunamis) Cross-Curricular Perspectives: Science, T275, T282, T287, T291 (Volcanoes) Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-5-ESS2-A) Earth Materials and Systems</p>	
<p>(K-5-ESS2-A-1) Wind and water can change the shape of the land. (2- ESS2-1)</p>	<p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Read Aloud: "The Grand Canyon" T30–T31 Infographic: "The Grand Canyon" T98–T99 Read: <i>How Water Shapes the Earth</i> and <i>How Earthquakes Shape the Earth</i>, T118–T127, T130–T137 <u>Leveled Readers</u> Glaciers (Informational Text) Our Changing Earth (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Oceans) Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T121 (Grand Canyon and Minerals) Cross-Curricular Perspectives: Science, T125 (Waterfalls) Cross-Curricular Perspectives: Science, T126 (Glaciers) Cross-Curricular Perspectives: Science, T134 (Tsunamis)</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-5-ESS2-B) Plate Tectonics and Large-Scale System Interactions</p>	
<p>(K-5-ESS2-B-1) Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2- 2)</p>	<p>Unit 1: <u>Leveled Readers</u> Continents and Oceans (Informational Text) Travel the United States (Informational Text) Landmarks of the United States (Narrative Nonfiction) <u>Activities and Supplemental Material</u> Include Media, T409</p> <p>Unit 2: <u>Leveled Readers</u> Polar Animals (Expository Text) Earth’s Waters (Expository Text) Amazing Migrations (Expository Text)</p> <p>Unit 5: <u>Leveled Readers</u> Pirate Map Glaciers (Informational Text) The Rising Seas (Informational Text) Artificial Islands (Informational Text) Continents on the Move (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-ESS2-C) The Roles of Water in K-5-Earth's Surface Processes	
<p>(K-5-ESS2-C-1) Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)</p>	<p>Unit 1: <u>Leveled Readers</u> Continents and Oceans (Informational Text) A Fish Out of Water (Realistic Fiction) Water's Journey (Expository Text)</p> <p>Unit 2: <u>Leveled Readers</u> Earth's Waters (Expository Text)</p> <p>Unit 5: <u>Selections</u> Read: <i>How Water Shapes the Earth and How Earthquakes Shape the Earth</i>, T118–T127, T130–T137</p> <p><u>Leveled Readers</u> Glaciers (Informational Text) The Rising Seas (Informational Text) The Buried Beach (Realistic Fiction) Artificial Islands (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T40 (Oceans) Cross-Curricular Perspectives: Science, T44 (Fresh Water and Salt Water) Cross-Curricular Perspectives: Science, T53 (Erosion and Mesas) Cross-Curricular Perspectives: Science, T119 (Rivers) Cross-Curricular Perspectives: Science, T126 (Glaciers)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-ETS1-A) Defining and Delimiting Engineering Problems	
<p>(K-5-ETS1-A-1) A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)</p>	<p>Students explore problem solving in their communities in the following selections:</p> <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)</p> <p>Unit 4: <u>Selections</u> Read Aloud: “Making a Difference in Your Community” T190–T191 Infographic: “Old Stuff, New Uses” T262–T263 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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(K-5-ETS1-A-2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)</p>	<p>Unit 4: Close Read: Ask and Answer Questions, T70-T71, T72, T73</p> <p>In addition, students can explore this objective with the following science-based texts.</p> <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)</p> <p>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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(K-5-ETS1-A-3) Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)</p>	<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)</p> <p>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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-ETS1-B) Developing Possible Solutions	
<p>(K-5-ETS1-B-1) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2)</p>	<p>Students can prepare for this skill as they explore the infographics throughout the text. For examples see:</p> <p>Unit 1: <u>Selections</u> Infographic: “We Make Our Neighborhood Better” T96–T97 (Community Garden) Infographic: Two Different Places T316–T317 (Different Ecosystems)</p> <p>Unit 2: <u>Selections</u> Infographic: “Animals and Their Young” T252–T253 Infographic: “Animals on the Move” T334–T335</p> <p>Unit 4: <u>Selections</u> Infographic: “Look What We Can Do!” T344–T345</p> <p>Unit 5: <u>Selections</u> Infographic: “Earth’s Features” T20–T21 Infographic: “The Grand Canyon” T98–T99 Infographic: “Lightning!” T178–T179 Infographic: “Earth Erupts” T254–255 Infographic: “Famous Rocks” T334–T335</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-ETS1-C) Optimizing the Design Solution	
(K-5-ETS1-C-1) Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	<p>Unit 2: <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 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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</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>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(SEP) Science and Engineering Practices	
(K-2-SEP-1) Asking Questions and Defining Problems	
(K-2-SEP-1.a) Ask questions based on observations to find more information about the natural and/or designed world(s).	<p>Unit 4: Close Read: Ask and Answer Questions, T70-T71, T72, T73</p> <p>In addition, students can explore this objective with the following science-based texts.</p> <p>Unit 1: <u>Selections</u> Infographic: "Seeing Stars" T20-T21 Infographic: Two Different Places T316-T317 (Different Ecosystems) <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text)</p> <p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20-T21 Infographic: "Animals and Their Young" T252-T253 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> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) The Monarch Butterfly (Expository Text) The Underground Crowd (Informational Text) Earth's Waters (Expository Text)</p> <p>Unit 4: <u>Selections</u> Read: <i>One Plastic Bag</i>, T282-T303</p> <p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20-T21 Infographic: "The Grand Canyon" T98-T99 Infographic: "Lightning!" T178-T179 Infographic: "Earth Erupts" T254-255 Read: <i>Rocks!</i> T354-T367</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Glaciers (Informational Text) Our Changing Earth (Informational Text) The Rising Seas (Informational Text) Artificial Islands (Informational Text) Continents on the Move (Informational Text) Objects in Space (Informational Text)
(K-2-SEP-1.c) Define a simple problem that can be solved through the development of a new or improved object or tool.	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 2: <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 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) <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-SEP-2) Developing and Using Models	
(K-2-SEP-2.d) Develop a model to represent patterns in the natural world.	<p>Teachers can use the following to develop this objective:</p> <p>Unit 2: <u>Selections</u> Read Aloud: "Patterns on the Prairie" T30–T31 Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 Read: <i>The Seasons of Arnold's Apple Tree</i>, T190–T211 Infographic: "Animals on the Move" T334–T335 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)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T191, T207 (Sun Rotation and Seasons) Cross-Curricular Perspectives: Science, T360 (Migrating Mammals) Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407</p> <p>Unit 5: <u>Leveled Readers</u> Objects in Space (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-SEP-2.e) Develop a simple model based on evidence to represent a proposed object or tool.	<p>Students can prepare for this skill as they complete the Project-Based Inquiries at the conclusion of each unit in myView Grade 2.</p> <p>Unit 2: <u>Activities and Supplemental Material</u> Research Project: Informational Writing: Research Tree Bark, T418–T429</p> <p>Unit 4: <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417 Compare Across Texts: Making a Difference, T416–T417</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>
(K-2-SEP-3) Planning and Carrying Out Investigations	
(K-2-SEP-3.b) Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	<p>Unit 2: <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 4: <u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</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>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-2-SEP-3.d) Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</p>	<p>Unit 2: <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>Also see: Unit 2: <u>Selections</u> Diagram: “See How They Grow” T20–T21 Infographic: “Animals and Their Young” T252–T253 Infographic: “Animals on the Move” T334–T335</p> <p>Unit 5: <u>Selections</u> Infographic: “Earth’s Features” T20–T21 Infographic: “The Grand Canyon” T98–T99 Infographic: “Lightning!” T178–T179 Infographic: “Earth Erupts” T254–255</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-SEP-4) Analyzing and Interpreting Data	
(K-2-SEP-4.e) Analyze data from tests of an object or tool to determine if it works as intended.	<p>Students can prepare for this skill as they explore the infographics throughout the text. For examples see:</p> <p>Unit 1: <u>Selections</u> Infographic: "We Make Our Neighborhood Better" T96–T97 (Community Garden) Infographic: Two Different Places T316–T317 (Different Ecosystems)</p> <p>Unit 2: <u>Selections</u> Infographic: "Animals and Their Young" T252–T253 Infographic: "Animals on the Move" T334–T335</p> <p>Unit 4: <u>Selections</u> Infographic: "Look What We Can Do!" T344–T345</p> <p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Infographic: "The Grand Canyon" T98–T99 Infographic: "Lightning!" T178–T179 Infographic: "Earth Erupts" T254–255 Infographic: "Famous Rocks" T334–T335</p>
(K-2-SEP-6) Constructing Explanations and Designing Solutions	
(K-2-SEP-6.a) Make observations from several sources to construct an evidence-based account for natural phenomena.	<p>Unit 2: <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>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(K-2-SEP-6.c) Compare multiple solutions to a problem.</p>	<p>Unit 2: <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 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</p> <p><u>Leveled Readers</u> Helping Your Community (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Making a Difference, T416–T417</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>(K-2-SEP-7) Engaging in Argument from Evidence</p>	
<p>(K-2-SEP-7.f) Construct an argument with evidence to support a claim.</p>	<p>Unit 2: <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>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-SEP-8) Obtaining, Evaluating, and Communicating Information	
(K-2-SEP-8.c) Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.	<p>This objective is met throughout the program with informational selections and leveled readers. For examples see:</p> <p>Unit 1: <u>Selections</u> Infographic: "Seeing Stars" T20–T21 Infographic: Two Different Places T316–T317 (Different Ecosystems) <u>Leveled Readers</u> Sunlight: A Natural Resource (Expository Text)</p> <p>Unit 2: <u>Selections</u> Diagram: "See How They Grow" T20–T21 Infographic: "Animals and Their Young" T252–T253 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> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) The Monarch Butterfly (Expository Text) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text) The Underground Crowd (Informational Text) Earth's Waters (Expository Text)</p> <p>Unit 4: <u>Selections</u> Read: <i>One Plastic Bag</i>, T282–T303</p> <p>Unit 5: <u>Selections</u> Infographic: "Earth's Features" T20–T21 Infographic: "The Grand Canyon" T98–T99 Infographic: "Lightning!" T178–T179 Infographic: "Earth Erupts" T254–255 Read: <i>Rocks!</i> T354–T367</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Glaciers (Informational Text) Our Changing Earth (Informational Text) The Rising Seas (Informational Text) Artificial Islands (Informational Text) Continents on the Move (Informational Text) Objects in Space (Informational Text)
(CCC) Crosscutting Concepts	
(K-2-CCC-1) Patterns	
(K-2-CCC-1.a) Patterns in the natural and human designed world can be observed.	Unit 2: <u>Selections</u> Read Aloud: "Patterns on the Prairie" T30–T31 Infographic: "Animals on the Move" T334–T335 Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> , T354-T367 <u>Leveled Readers</u> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) <u>Activities and Supplemental Material</u> Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407 Unit 5: <u>Leveled Readers</u> Objects in Space (Informational Text)

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-2-CCC-2) Cause and Effect	
(K-2-CCC-2.a) Events have causes that generate observable patterns.	<p>Unit 5: <u>Selections</u> Read Aloud: "The Grand Canyon" T30–T31 Infographic: "The Grand Canyon" T98–T99 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: "Lightning!" T178–T179 <u>Leveled Readers</u> The Rising Seas (Informational Text) Continents on the Move (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T53 (Erosion and Mesas) Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons)</p>
(K-2-CCC-2.b) Simple tests can be designed to gather evidence to support or refute student ideas about causes.	<p>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>Leveled Readers</u> Nature's Patterns (Expository Text) We Make Patterns (Expository Text) Unit 5: <u>Leveled Readers</u> Magnificent Magnets (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T136 (Seismologists)</p>
(K-2-CCC-5) Energy and Matter	
(K-2-CCC-5.a) Objects may break into smaller pieces, be put together into larger pieces, or change shapes.	<p>Unit 2: <u>Leveled Readers</u> Big Changes (Expository Text) We Make Patterns (Expository Text) Unit 4: <u>Selections</u> Infographic: "Old Stuff, New Uses" T262–T263</p>

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<p align="center">Next Generation Science Standards</p>	<p align="center">myView Literacy Grade 2, ©2020</p>
<p>(K-2-CCC-6) Structure and Function</p>	
<p>(K-2-CCC-6.a) The shape and stability of structures of natural and designed objects are related to their function(s).</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>, T40–T57 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T46 (Plant Structure and Soil) Cross-Curricular Perspectives: Science, T48 (Plant Structure) Unit 5: <u>Selections</u> Infographic: "Famous Rocks" T334–T335 Read Aloud: "Ayers Rock" T344–T345 Read: <i>Rocks!</i> T354–T367 <u>Leveled Readers</u> Amazing Animal Builders (Procedural- How-to) Glaciers (Informational Text) Technology: Then and Now (Informational Text) Artificial Islands (Informational Text)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
<p>(K-2-CCC-7) Stability and Change</p> <p>(K-2-CCC-7.b) Things may change slowly or rapidly.</p>	<p>Unit 2: <u>Selections</u> Infographic: "Circle of Seasons" T170–T171 Read Aloud: "Season to Season" T180–T181 Read: <i>The Seasons of Arnold's Apple Tree</i>, T190–T211</p> <p><u>Leveled Readers</u> Big Changes (Expository Text) We Make Patterns (Expository Text)</p> <p>Unit 4: <u>Selections</u> Infographic: "Old Stuff, New Uses" T262–T263</p> <p>Unit 5: <u>Selections</u> Read Aloud: "The Grand Canyon" T30–T31 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: "Earth Erupts" T254–255 Read Aloud: "Volcano Sleeps" T264–T265 Read: <i>Volcano Wakes Up!</i> T274–T293</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T130 (Earthquakes) Cross-Curricular Perspectives: Science, U5: T134 (Tsunamis) Cross-Curricular Perspectives: Science, U5: T275, T282, T287, T291 (Volcanoes) Research Project: Our Incredible Earth (Explore Changes with the Earth), T418–T429</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(NoS) Nature of Science	
(K-5-NoS-2) Scientific Knowledge Is Based on Empirical Evidence	
(K-5-NoS-2.a) Scientists look for patterns and order when making observations about the world.	<p>Unit 2: <u>Selections</u> Read Aloud: "Patterns on the Prairie" T30–T31 Infographic: "Animals on the Move" T334–T335 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)</p> <p><u>Activities and Supplemental Material</u> Compare Across Texts: Nature's Wonders (Patterns in Nature), T406–T407</p> <p>Unit 5: <u>Leveled Readers</u> Objects in Space (Informational Text)</p>
(K-5-NoS-4) Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena	
(K-5-NoS-4.b) Scientists search for cause and effect relationships to explain natural events.	<p>Unit 5: <u>Selections</u> Read Aloud: "The Grand Canyon" T30–T31 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: "Lightning!" T178–T179</p> <p><u>Leveled Readers</u> The Rising Seas (Informational Text) Continents on the Move (Informational Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T53 (Erosion and Mesas) Cross-Curricular Perspectives: Science, T213 (Tilt of Earth and Seasons)</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(K-5-NoS-8) Science Addresses Questions About the Natural and Material World.	
(K-5-NoS-8.a) Scientists study the natural and material world.	<p>Unit 1: <u>Leveled Readers</u> Continents and Oceans (Informational Text) Sunlight: A Natural Resource (Expository Text) Notes from Antarctica (Expository Text)</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: "Animals and Their Young" T252–T253 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</p> <p><u>Leveled Readers</u> The Monarch Butterfly (Expository Text) Polar Animals (Expository Text) Plants of the Sonoran Desert (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, T126 (Food Chain) Cross-Curricular Perspectives: Science, T202 (Plant Cycle and Apples) Cross-Curricular Perspectives: Science, T273, T279, T288 (Animal Life Cycle and Penguins) 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>Selections</u> 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: "Lightning!" T178–T179</p>

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Next Generation Science Standards	myView Literacy Grade 2, ©2020
(Continued)	(Continued) <u>Leveled Readers</u> Amazing Animal Builders (Procedural- How-to) Technology: Then and Now (Informational Text) Continents on the Move (Informational Text) 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
(STSE) Connections to Engineering, Technology, and Applications of Science	
(K-5-STSE-2) Influence of Engineering, Technology, and Science on Society and the Natural World	
(K-5-STSE-2.b) Every human-made product is designed by applying some knowledge of the natural world and is built using materials, derived from the natural world.	Unit 2: <u>Leveled Readers</u> We Make Patterns (Expository Text) Big Changes (Expository Text) – sand to glass; clay to bricks Unit 4: <u>Selections</u> Infographic: “Old Stuff, New Uses” T262–T263 Unit 5: <u>Leveled Readers</u> Technology: Then and Now (Informational Text) Magnificent Magnets (Informational Text)
(K-5-STSE-2.c) Developing and using technology has impacts on the natural world	Unit 4: <u>Leveled Readers</u> Who’s Calling (Narrative Nonfiction) Unit 5: <u>Leveled Readers</u> Technology: Then and Now (Informational Text) Magnificent Magnets (Informational Text)