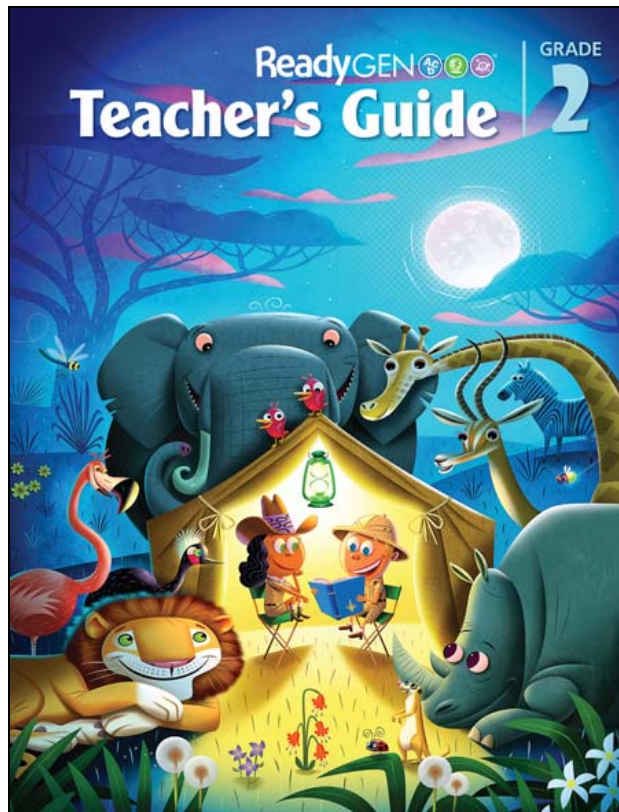


A Correlation of
Savvas ReadyGEN
Grade 2, ©2016



To the
New York Science Standards
Grade 2

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Grade 2**

New York Science Standards Grade 2	Savvas ReadyGEN 2016 Grade 2
(2.SPM) 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.	Opportunities to Address: TG: Unit 3: Mod B: City Green; Unit 6: Mod A: On Meadowview Street
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(2-PS1-4) Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.
(2.IRE) Interdependent Relationships in Ecosystems	
(2-LS2-1) Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Opportunities to Address: TG: Unit 3: Mod B: City Green; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Poetry: "Planting a Tree" and "Trees"
(2-LS2-2) Develop a simple model that illustrates how plants and animals depend on each other for survival.	Opportunities to Address: TG: Unit 1: Mod B: The House on Maple Street; Poetry: "Fishing in the Creek"; Unit 3: Change Makers; Unit 6: Mod A: On Meadowview Street
(2-LS4-1) Make observations of plants and animals to compare the diversity of life in different habitats.	TG: Unit 1: Mod A: Snowshoe Hare's Winter Home; Mod B: The House on Maple Street; Poetry: "Fishing in the Creek"; Unit 2: Mod B: I Wanna Iguana

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(2.ES) 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.	TG: Unit 4: Mod A: The Earth Dragon Awakes; Mod B: Disaster Alert!; Danger! Earthquakes; Poetry "Who Could Somersault the San Andreas Fault?" and "Dragon Smoke"; Performance-Based Assessment: Informative/Explanatory Task: Write a Magazine Article, 282-289
(2-ESS2-1) Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Opportunities to Address: TG: Unit 1: Mod B: Disaster Alert!; Danger! Earthquakes; Performance-Based Assessment: Informative/Explanatory Task: Write a Magazine Article, 282-289
(2-ESS2-2) Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Opportunities to Address: TG: Unit 3: Mod B: City Green; Unit 6: Mod A: On Meadowview Street
(2-ESS2-3) Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Opportunities to Address: TG: Unit 5: Mod B: Pioneers to the West; Going West; Poetry: "Home on the Range"
(K-2-ETS1) Engineering Design	
(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.	TG: Unit 3: Mod B: Change Makers; City Green; Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 282-289; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime
(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.	TG: Unit 3: Mod B: City Green; Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 282-289; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime
(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.	While science content comprises a portion of the ReadyGen reading and skill tasks, this standard falls outside of the curriculum.