

Next Generation Science Standards Grade 2 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, and SEPs and CCCs Preview Presentation and Activities.

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.	Topic 1, Experience 1 Student Activity Companion Volume 1: 3, 9 Teacher Guide 18, 20 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS1.A Structure and Properties of Matter • 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.	Topic 1, Experience 1 Student Activity Companion Volume 1: 3, 9, 13–16, 23 Teacher Guide 18, 20, 21, 22 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-3 Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	Topic 1, Experience 1 Student Activity Companion Volume 1: 9, 23 Teacher Guide 20, 22 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-1 Patterns • Patterns in the natural and human designed world can be observed.	Topic 1, Experience 1 Student Activity Companion Volume 1: 9, 13–16, 23 Teacher Guide 20, 21, 22 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 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.* Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency. Assessment Boundary: Assessment of quantitative measurements is limited to length.	Topic 1, Experience 2 Student Activity Companion Volume 1: 35, 37 Teacher Guide 28 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS1.A Structure and Properties of Matter • Different properties are suited to different purposes.	Topic 1, Experience 2 Student Activity Companion Volume 1: 29, 35, 37, 41–44, 49 Teacher Guide 26, 28, 29, 30 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-4 Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended.	Topic 1, Experience 2 Student Activity Companion Volume 1: 35, 37 Teacher Guide 28 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect • Simple tests can be designed to gather evidence to support or refute student ideas about causes.	Topic 1, Experience 2 Student Activity Companion Volume 1: 35, 37 Teacher Guide 28 Corresponding Digital Resources and Assessment
STSE-1 Influence of Engineering, Technology, and Science, on Society and the Natural World • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.	Topic 1, Experience 2 Student Activity Companion Volume 1: 41–44 Teacher Guide 29, 30 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 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. Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.	Topic 1, Experience 3 Student Activity Companion Volume 1: 55, 61, 75, 77 Teacher Guide 34, 36, 38 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
PS1.A Structure and Properties of Matter • Different properties are suited to different purposes. • A great variety of objects can be built up from a small set of pieces.	Topic 1, Experience 3 Student Activity Companion Volume 1: 61, 65–68, 75, 77 Teacher Guide 36, 37, 38 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	Topic 1, Experience 3 Student Activity Companion Volume 1: 55, 61, 75, 77 Teacher Guide 34, 36, 38 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-5 Energy and Matter • Objects may break into smaller pieces and be put together into larger pieces, or change shapes.	Topic 1, Experience 3 Student Activity Companion Volume 1: 55, 61, 65–68, 75, 77 Teacher Guide 34, 36, 37, 38 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Clarification Statement: 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 heating paper.	Topic 2, Experience 1 Student Activity Companion Volume 1: 83, 103 Teacher Guide 54, 58 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 109, 127 Teacher Guide 62, 66 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas PS1.B Chemical Reactions • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.	Topic 2, Experience 1 Student Activity Companion Volume 1: 89, 103, 105, 107 Teacher Guide 56, 58 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 115, 123, 127, 129, 131 Teacher Guide 64, 65, 66 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-6 Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). • Construct an argument with evidence to support a claim.	Topic 2, Experience 1 Student Activity Companion Volume 1: 103 Teacher Guide 58 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 115, 123, 127 Teacher Guide 64, 65, 66 Corresponding Digital Resources and Assessment
NOS-4 Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Science searches for cause and effect relationships to explain natural events.	Topic 2, Experience 1 Student Activity Companion Volume 1: 83, 103 Teacher Guide 56, 58 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 115 Teacher Guide 64 Corresponding Digital Resources and Assessment
Crosscutting Concepts CCC-2 Cause and Effect • Events have causes that generate observable patterns.	Topic 2, Experience 1 Student Activity Companion Volume 1: 83, 103 Teacher Guide 56, 58 Corresponding Digital Resources and Assessment Topic 2, Experience 2 Student Activity Companion Volume 1: 115, 123, 127, 129, 131 Teacher Guide 64, 65, 66 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. Assessment Boundary: Assessment is limited to testing one variable at a time.	Topic 5, Experience 1 Student Activity Companion Volume 2: 95, 97 Teacher Guide 148, 150 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	Topic 2, Experience 1 Student Activity Companion Volume 2: 89, 101–104, 105, 109, 111, 113, 115 Teacher Guide 146, 149, 150 Corresponding Digital Resources and Assessment
LS2.A Interdependent Relationships in Ecosystems Plants depend on water and light to grow.	
Science and Engineering Practices	Topic 5, Experience 1 Student Activity Companion Volume 2: 95, 97 Teacher Guide 148, 149 Corresponding Digital Resources and Assessment
SEP-3 Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	
Crosscutting Concepts	Topic 5, Experience 1 Student Activity Companion Volume 1: 95, 97, 101–104, 105, 109, 111, 113, 115 Teacher Guide 148, 149, 150 Corresponding Digital Resources and Assessment
CCC-2 Cause and Effect Events have causes that generate observable patterns.	

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Topic 5, Experience 2 Student Activity Companion Volume 2: 123, 135, 137, 139, 141 Teacher Guide 156, 158 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
LS2.A Interdependent Relationships in Ecosystems • Plants depend on water and light to grow.	Topic 5, Experience 2 Student Activity Companion Volume 2: 127–130, 131, 137, 139, 141 Teacher Guide 157, 158 Corresponding Digital Resources and Assessment
ETS1.B Developing Possible Solutions • 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. (secondary)	Topic 5, Experience 2 Student Activity Companion Volume 2: 123, 137, 139, 141 Teacher Guide 156, 158 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-2 Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a simple model based on evidence to represent a proposed object or tool.	Topic 5, Experience 2 Student Activity Companion Volume 2: 123, 135, 137, 139, 141 Teacher Guide 156, 158 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-6 Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s).	Topic 5, Experience 2 Student Activity Companion Volume 2: 127–130, 131, 135, 137, 139, 141 Teacher Guide 157, 158 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats. Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.	Topic 5, Experience 3 Student Activity Companion Volume 2: 143, 149, 157, 161 Teacher Guide 162, 164, 165, 166 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas LS4.D Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water.	Topic 5, Experience 3 Student Activity Companion Volume 2: 143, 149, 153-156, 157, 161 Teacher Guide 162, 164, 165, 166 Corresponding Digital Resources and Assessment
Science and Engineering Practices SEP-3 Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Make observations (firsthand or from media) to collect data which can be used to make comparisons.	Topic 5, Experience 3 Student Activity Companion Volume 2: 149, 161, 163, 165, 167 Teacher Guide 164, 166 Corresponding Digital Resources and Assessment
NOS-2 Scientific Knowledge is Based on Empirical Evidence • Scientists look for patterns and order when making observations about the world.	Topic 5, Experience 3 Student Activity Companion Volume 2: 149 Teacher Guide 164, 166 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. Assessment Boundary: Assessment does not include quantitative measurements of timescales.	Topic 4, Experience 1 Student Activity Companion Volume 2: 3, 25 Teacher Guide 110, 114 Corresponding Digital Resources and Assessment Topic 4, Experience 2 Student Activity Companion Volume 2: 31, 51 Teacher Guide 118, 122 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS1.C The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	Topic 4, Experience 1 Student Activity Companion Volume 2: 3, 9, 11, 25, 27, 29 Teacher Guide 110, 112, 114 Corresponding Digital Resources and Assessment Topic 4, Experience 2 Student Activity Companion Volume 2: 31, 37, 39, 51, 53, 55 Teacher Guide 118, 120, 122 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. Make observations from several sources to construct an evidence-based account for natural phenomena.	Topic 4, Experience 1 Student Activity Companion Volume 2: 3, 9, 11, 25, 27, 29 Teacher Guide 110, 112, 114 Corresponding Digital Resources and Assessment Topic 4, Experience 2 Student Activity Companion Volume 2: 31, 37, 39, 51, 53, 55 Teacher Guide 118, 120, 122 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-7 Stability and Change Things may change slowly or rapidly.	Topic 4, Experience 1 Student Activity Companion Volume 2: 3, 9, 11, 25, 27, 29 Teacher Guide 110, 112, 114 Corresponding Digital Resources and Assessment Topic 4, Experience 2 Student Activity Companion Volume 2: 31, 37, 39, 51, 53, 55 Teacher Guide 118, 120, 122 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* Clarification Statement: Examples of solutions 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.	Topic 4, Experience 3 Student Activity Companion Volume 2: 57, 69–72, 79, 81, 83 Teacher Guide 126, 129, 130 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	
ESS2.A Earth Materials and Systems Wind and water can change the shape of the land.	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 69–72, 77, 79, 81, 83 Teacher Guide 128, 129, 130 Corresponding Digital Resources and Assessment
ETS1.C Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary)	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 79, 81, 83 Teacher Guide 128, 129 Corresponding Digital Resources and Assessment
Science and Engineering Practices	
SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. Compare multiple solutions to a problem.	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 69–72, 79, 81, 83 Teacher Guide 128, 129, 130 Corresponding Digital Resources and Assessment
Crosscutting Concepts	
CCC-7 Stability and Change Things may change slowly or rapidly.	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 69–72, 77, 79, 81, 83 Teacher Guide 128, 129, 130 Corresponding Digital Resources and Assessment
NOS-8 Science Addresses Questions About the Natural and Material World Scientists ask questions about the natural and material world.	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 77, 79, 81, 83 Teacher Guide 128, 129 Corresponding Digital Resources and Assessment
STSE-1 Influence of Engineering, Technology, and Science on Society and the Natural World Developing and using technology has impacts on the natural world.	Topic 4, Experience 3 Student Activity Companion Volume 2: 63, 65, 69–72, 77, 79, 81, 83 Teacher Guide 128, 129, 130 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. Assessment Boundary: Assessment does not include quantitative scaling in models.	Topic 3, Experience 1 Student Activity Companion Volume 1: 133, 139, 151, 153, 155, 157 Teacher Guide 82, 84, 86 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	Topic 3, Experience 1
ESS2.B Plate Tectonics and Large-Scale System Interactions • Maps show where things are located. One can map the shapes and kinds of land and water in any area.	Student Activity Companion Volume 1: 133, 139, 143–146, 147, 151, 153, 155, 157 Teacher Guide 82, 84, 85, 86 Corresponding Digital Resources and Assessment
Science and Engineering Practices	Topic 3, Experience 1
SEP-6 Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Compare multiple solutions to a problem.	Student Activity Companion Volume 1: 139, 147, 151 Teacher Guide 84, 85, 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 163, 169, 181 Teacher Guide 90, 92, 94 Corresponding Digital Resources and Assessment
Crosscutting Concepts	Topic 3, Experience 1
CCC-1 Patterns • Patterns in the natural world can be observed.	Student Activity Companion Volume 1: 133, 139, 147, 151, 153, 155, 157 Teacher Guide 82, 84, 85, 86 Corresponding Digital Resources and Assessment Topic 3, Experience 2 Student Activity Companion Volume 1: 163, 169, 173–176, 181 Teacher Guide 90, 92, 93, 94 Corresponding Digital Resources and Assessment

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Topic 3, Experience 2 Student Activity Companion Volume 1: 173–176, 181, 183, 185 Teacher Guide 93, 94 Corresponding Digital Resources and Assessment
Disciplinary Core Ideas	Topic 3, Experience 2 Student Activity Companion Volume 1: 163, 169, 173–176, 181, 183, 185 Teacher Guide 90, 92, 93, 94 Corresponding Digital Resources and Assessment
ESS2.C The Roles of Water in Earth’s Surface Processes • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.	
Science and Engineering Practices	Topic 3, Experience 2 Student Activity Companion Volume 1: 169, 173–176, 181, 183, 185 Teacher Guide 92, 93, 94 Corresponding Digital Resources and Assessment
SEP-8 Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • 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.	
Crosscutting Concepts	Topic 3, Experience 2 Student Activity Companion Volume 1: 163, 169, 173–176, 181, 183, 185 Teacher Guide 90, 92, 93, 94 Corresponding Digital Resources and Assessment
CCC-1 Patterns • Patterns in the natural world can be observed.	

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 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.	Topic 1 Experience 2 Student Activity Companion Volume 1: 33, 35, 37, 49 Teacher Guide 28, 29, 30, 31 Topic 1 Experience 3 Student Activity Companion Volume 1: 75, 77 Teacher Guide: 33, 38 Topic 2 Experience 2 Student Activity Companion Volume 1: 129, 131 Teacher Guide: 61, 66 Corresponding Digital Resources and Assessments
Disciplinary Core Ideas	
ETS1.A: Defining and Delimiting Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. • Asking questions, making observations, and gathering information are helpful in thinking about problems. • Before beginning to design a solution, it is important to clearly understand the problem.	Topic 1 Experience 2 Student Activity Companion Volume 1: 33, 35, 37, 49 Teacher Guide 28, 29, 30, 31 Topic 1 Experience 3 Student Activity Companion Volume 1: 75, 77 Teacher Guide: 33, 38 Topic 2 Experience 2 Student Activity Companion Volume 1: 129, 131 Teacher Guide: 61, 66 Corresponding Digital Resources and Assessments
Science and Engineering Practices	
SEP 1 Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. • Ask questions based on observations to find more information about the natural and/or designed world(s). • Define a simple problem that can be solved through the development of a new or improved object or tool.	Topic 1 Experience 2 Student Activity Companion Volume 1: 33, 35, 37, 49 Teacher Guide 28, 29, 30, 31 Topic 1 Experience 3 Student Activity Companion Volume 1: 75, 77 Teacher Guide: 33, 38 Topic 2 Experience 2 Student Activity Companion Volume 1: 129, 131 Teacher Guide: 61, 66 Corresponding Digital Resources and Assessments

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 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.	Topic 5 Experience 1 Student Activity Companion Volume 2: 113, 115 Teacher Guide 145, 150 Topic 5 Experience 2 Student Activity Companion Volume 2: 123, 137, 139, 141 Teacher Guide 156, 188 Corresponding Digital Resources and Assessments
Disciplinary Core Ideas ETS1.B: Developing Possible Solutions • 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.	Topic 5 Experience 1 Student Activity Companion Volume 2: 113, 115 Teacher Guide 145, 150 Topic 5 Experience 2 Student Activity Companion Volume 2: 123, 137, 139, 141 Teacher Guide 156, 188 Corresponding Digital Resources and Assessments
Science and Engineering Practices SEP-2 Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a simple model based on evidence to represent a proposed object or tool.	Topic 5 Experience 1 Student Activity Companion Volume 2: 113, 115 Teacher Guide 145, 150 Topic 5 Experience 2 Student Activity Companion Volume 2: 123, 137, 139, 141 Teacher Guide 156, 188 Corresponding Digital Resources and Assessments
Crosscutting Concepts CCC-6 Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s).	Topic 5 Experience 1 Student Activity Companion Volume 2: 113, 115 Teacher Guide 145, 150 Topic 5 Experience 2 Student Activity Companion Volume 2: 123, 137, 139, 141 Teacher Guide 156, 188 Corresponding Digital Resources and Assessments

Next Generation Science Standards	WHERE YOU WILL FIND IT
Performance Expectation 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.	Topic 4 Experience 3 Student Activity Companion Volume 2: 55, 57, 71, 73, 75 Teacher Guide 128, 130 Corresponding Digital Resources and Assessments
Disciplinary Core Ideas	
ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	Topic 4 Experience 3 Student Activity Companion Volume 2: 55, 57, 71, 73, 75 Teacher Guide 128, 130 Corresponding Digital Resources and Assessments
Science and Engineering Practices	
SEP-4 Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended.	Topic 4 Experience 3 Student Activity Companion Volume 2: 55, 57, 71, 73, 75 Teacher Guide 128, 130 Corresponding Digital Resources and Assessments

ELA/Literacy Standards

Grade 2 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, SEPs and CCCs Preview Presentation and Activities.

ELA/Literacy: Reading Standards for Informational Text		WHERE YOU WILL FIND IT
Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)(2-ESS1-1)(K-2-ETS1-1)		Student Activity Companion, Vol. 1: 17, 45, 69, 89, 97, 115, 123, 129, 131, 147, 177; Vol. 2: 19, 47, 73, 105, 131, 157 Teacher Guide: 21, 29, 37, 56, 57, 64, 65, 66, 85, 93, 113, 121, 129, 149, 157, 165 Corresponding Digital Resources and Assessment:
Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)(2-ESS1-1)		Student Activity Companion, Vol. 1: 97, 123; Vol. 2: 19, 47, 73 Teacher Guide: 57, 65, 113, 121, 129 Corresponding Digital Resources and Assessment:
Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		Student Activity Companion, Vol. 1: 19, 21, 47, 71, 99, 101, 125, 149, 179; Vol. 2: 21, 23, 49, 75, 107, 133, 159 Teacher Guide: 21, 29, 37, 57, 65, 85, 93, 113, 121, 129, 149, 157, 165 Corresponding Digital Resources and Assessment:
Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2)(2-PS1-4)		Student Activity Companion, Vol. 1: 45, 97 Teacher Guide: 29, 57 Corresponding Digital Resources and Assessment:

ELA/Literacy: Writing Standards	WHERE YOU WILL FIND IT
Text Types and Purposes* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section	Student Activity Companion, Vol. 1: 97, 105, 107, 115, 123, 129, 131 Teacher Guide: 57, 58, 64, 65, 66 Corresponding Digital Resources and Assessment:
Text Types and Purposes* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	Student Activity Companion, Vol. 1: 23, 49, 73, 103, 127, 151, 181; Vol. 2: 25, 51, 77, 109, 111, 135, 161 Teacher Guide: 22, 30, 38, 58, 66, 86, 94, 114, 122, 130, 150, 158, 166 Corresponding Digital Resources and Assessment:
Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1)(2-ESS2-3)(K-2-ETS1-1)(K-2-ETS1-3)	Student Activity Companion, Vol. 1: 183, 185; Vol. 2: 27, 29 Teacher Guide: 94, 114 Corresponding Digital Resources and Assessment:
Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.2.7 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). (2-PS1-1)(2-PS1-2)(2-PS1-3)(2-LS2-1)(2-LS4-1)(2-ESS1-1)	Student Activity Companion, Vol. 1: 9, 25, 27, 35, 37, 51, 53, 61, 75, 77, 89, 105, 107, 115, 129, 131, 139, 153, 155, 157, 169, 183, 185; Vol. 2: 9, 11, 27, 29, 37, 39, 53, 55, 63, 65, 79, 81, 83, 95, 97, 113, 115, 123, 137, 139, 141, 149, 163, 165, 167 Teacher Guide: 20, 22, 28, 30, 36, 38, 56, 58, 64, 66, 84, 86, 92, 94, 112, 114, 120, 122, 128, 130, 148, 150, 156, 158, 164, 166 Corresponding Digital Resources and Assessment:
Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1)(2-PS1-2)(2-PS1-3)(2-LS2-1)(2-LS4-1)(2-ESS1-1)(K-2-ETS1-1)(K-2-ETS1-3)(2-ESS2-3)	Student Activity Companion, Vol. 1: 3, 9, 17, 23, 29, 35, 37, 45, 49, 55, 61, 69, 73, 75, 77, 83, 95, 97, 103, 105, 109, 113, 127, 133, 151, 163, 177, 181; Vol. 2: 3, 9, 11, 25, 27, 29, 31, 37, 39, 51, 53, 55, 57, 77, 89, 109, 111, 117, 135, 143, 149, 161 Teacher Guide: 15, 18, 20, 21, 22, 26, 28, 29, 30, 34, 36, 37, 38, 51, 54, 58, 62, 66, 79, 82, 86, 90, 93, 94, 107, 110, 112, 114, 118, 120, 122, 126, 130, 143, 146, 148, 149, 150, 154, 158, 162, 164, 166 Corresponding Digital Resources and Assessment:

ELA/Literacy: Speaking and Listening Standards	WHERE YOU WILL FIND IT
Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Student Activity Companion, Vol. 1: 3, 29, 55, 83, 109, 133, 163; Vol. 2: 3, 31, 57, 89, 117, 143 Teacher Guide: 15, 18, 26, 34, 51, 54, 62, 79, 82, 90, 107, 110, 118, 126, 143, 146, 122, 162 Corresponding Digital Resources and Assessment
Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	Student Activity Companion, Vol. 2: 27, 29 Teacher Guide: 122 Corresponding Digital Resources and Assessment:
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Student Activity Companion, Vol. 1: 3, 29, 55, 83, 109, 133, 163; Vol. 2: 3, 31, 57, 89, 117, 143 Teacher Guide: 15, 18, 26, 34, 51, 54, 62, 79, 82, 90, 107, 110, 118, 126, 143, 146, 122, 162 Corresponding Digital Resources and Assessment
Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)(2-ESS2-2)(K-2-ETS1-2)	Student Activity Companion, Vol. 1: 147; Vol. 2: 131 Teacher Guide: 85, 157 Corresponding Digital Resources and Assessment:

Notes:

Mathematics Standards

Grade 2 Correlation

The Digital Resources listed in the correlation include Key Ideas Presentations, Key Ideas Videos, SEPs and CCCs Preview Presentation and Activities.

Mathematics Standard	WHERE YOU WILL FIND IT
Number and Operations in Base Ten Understand place value; Use place value understanding and properties of operations to add and subtract.	
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)	Student Activity Companion, Vol. 1: 153, 155, 157 Teacher Guide: 86 Corresponding Digital Resources and Assessment
Measurement and Data Measure and estimate lengths in standard units; Relate addition and subtraction to length; Work with time and money; Represent and interpret data.	
2.MD.D.10 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. (2-PS1-1, 2-PS1-2, 2-LS2-2, 2-LS4-1, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Vol. 1: 25, 27; Vol. 2: 163, 165, 167 Teacher Guide: 22, 166 Corresponding Digital Resources and Assessment
The Standards for Mathematical Practice These standards describe varieties of important processes and proficiencies. Processes include: problem solving, reasoning and proof, communication, representation, and connections. Proficiencies include: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.	
MP.2 Reason abstractly and quantitatively. (2-PS1-2, 2-LS2-1, 2-LS4-1, 2-ESS1-1, 2-ESS2-2, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Vol. 1: 51, 53, 153, 155, 157; Vol. 2: 157, 161, 163, 165, 167 Teacher Guide: 30, 86, 165, 166 Corresponding Digital Resources and Assessment
MP.4 Model with mathematics. (2-PS1-1, 2-PS1-2, 2-LS2-1, 2-LS2-2, 2-LS4-1, 2-ESS1-1, 2-ESS2-2, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Vol. 1: 25, 27, 51, 53, 153, 155, 157; Vol. 2: 63, 65, 79, 81, 83, 163, 165, 167 Teacher Guide: 22, 30, 86, 128, 130, 166 Corresponding Digital Resources and Assessment
MP.5 Use appropriate tools strategically. (2-PS1-2, 2-LS2-1, 2-LS4-1, K-2-ETS1-1, K-2-ETS1-3)	Student Activity Companion, Vol. 1: 51, 53; Vol. 2: 63, 65, 79, 81, 83 Teacher Guide: 30, 128, 130 Corresponding Digital Resources and Assessment

Notes: