

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**Soil Habitats**  
**Shoreline Science**  
**Designing Mixtures**  
**Gravity and Magnetism**  
**Light Energy**  
**Weather and Water**  
**Variation and Adaptation**  
**Digestion and Body Systems**

**with the State of Nevada**  
**English Language Arts Standards**  
**for Grade 2**  
**Created March 2009**



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Nevada English/Language Arts Standards – 2nd Grade

Nevada English/Language Arts Standards – 2 <sup>nd</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>Content Standard 1.0: Word Analysis</b> - Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.												
<b>1.1 Phonological Awareness</b>												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●				
<b>1.2 Phonemic Awareness</b>												
Demonstrate phonemic awareness of spoken words through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●				
<b>1.3 Phonics and Structural Analysis</b>												
Recognize and name upper and lower case letters of the alphabet	●	●	●	●	●	●	●	●				
Identify letter-sound relationships	●	●	●	●	●	●	●	●				
Decode words in text through: letter-sound relationships, short/long vowels, digraphs, blends, diphthongs, word families, spelling patterns	●	●	●	●	●	●	●	●				
With assistance, decode words through structural analysis using: base words, suffixes, prefixes, syllables, compound words	●	●	●	●	●	●	●	●				

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<b>1.4 Vocabulary Development</b>												
Comprehend vocabulary using: pictures, symbols, environmental print, suffixes, synonyms, antonyms, homographs, homophones, abbreviations	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, comprehend vocabulary using: context clues, structural analysis, syntax, parts of speech	●●	●●	●●	●●	●●	●●	●●	●●				
Apply alphabetic order to locate words using the first letter of each word	●	●	●	●	●	●	●	●				
With assistance, use resources to find and/or confirm meaning of unknown words encountered in text	●	●	●	●	●	●	●	●				
With assistance, identify connotative and denotative meaning in text	●●	●●	●●	●●	●●	●●	●●	●●				
Build vocabulary using: pictures, symbols	●●	●●	●●	●●	●●	●●	●●	●●				
<b>1.5 Fluency and Comprehension</b>												
Apply knowledge of high frequency words in text to build fluency and comprehension	●	●	●	●	●	●	●	●				
With assistance, identify content-specific vocabulary in text	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, read aloud with a focus on: prosody, accuracy, automaticity, reading rate	●	●	●	●	●	●	●	●				
<b>Content Standard 2.0: Reading Strategies - Students use reading process skills and strategies to build comprehension.</b>												
<b>2.1 Before Reading Strategies</b>												

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Demonstrate concept of print	●	●	●	●	●	●	●	●				
Demonstrate concept of word	●	●	●	●	●	●	●	●				
Demonstrate voice-to-print match	●	●	●	●	●	●	●	●				
Identify author and illustrator	●	●	●	●	●	●	●	●				
With assistance, use before reading strategies based on text and purpose to: preview text, access prior Knowledge, build background Knowledge, set purpose for reading, make predictions, determine reading rate, determine text type	●●	●●	●●	●●	●●	●●	●●	●●				
<b>2.2 During Reading Strategies</b>												
With assistance, use during reading strategies based on text and purpose to: use self-correcting strategies, make, confirm, and revise predictions, understand and use key vocabulary, identify main idea and supporting details, make inferences, adjust reading rate, apply knowledge of text type	●●	●●	●●	●●	●●	●●	●●	●●				
<b>2.3 After Reading Strategies</b>												
With assistance, use after reading strategies based on text and purpose to: recall details, restate main ideas, organize information, record information, synthesize text, evaluate text, evaluate the effectiveness of reading strategies	●●	●●	●●	●●	●●	●●	●●	●●				

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<b>Content Standard 3.0: Literary Text</b> - Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.												
<b>3.1 Setting and Plot</b>												
Identify: setting, sequence of events												
With assistance, identify conflict												
With assistance, identify resolution												
With assistance, identify how one event may cause another event												
With assistance, make inferences and draw conclusions about setting and plot based on evidence												
<b>3.2 Characterization</b>												
Describe physical and personality traits												
With assistance, identify a lesson learned based on a character's actions												
With assistance, make inferences and draw conclusions about a character(s) based on evidence												
<b>3.3 Theme</b>												
Identify the main idea												
With assistance, identify theme												
<b>3.4 Point of View</b>												
With assistance, identify first-person point of view												
<b>3.5 Language</b>												

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Identify examples of: imagery, sensory words, similes												
Identify the effects of rhythm and rhyme on text												
With assistance, identify: dialect, slang												
With assistance, identify personification												
With assistance, identify examples of alliteration												
With assistance, identify idioms												
<b>3.6 Tone, Mood, and Irony</b>												
With assistance, listen to and identify words, and phrases that reveal tone												
<b>3.7 Cultures and Time Periods</b>												
Read and discuss text from different: cultures, time periods												
With assistance, compare text from different: cultures, time periods												
<b>3.8 Predictions</b>												
Make predictions based on evidence												
<b>3.9 Responding to Text</b>												
With assistance, make connections to self, other text, and/or the world												
Use information to answer specific questions												
<b>Content Standard 4.0: Expository Text - Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.</b>												
<b>4.1 Text Features</b>												

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Identify the purpose of and gain information from: illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents	●●●	●●●	●●	●●	●●●	●●●	●●●	●●●				
With assistance, gain information from: glossaries, indices, maps	●●	●●	●●	●●	●●	●●●	●●	●●				
With assistance, identify and explain the use of: bold-faced words, underlined words, highlighted words, italicized words, abbreviations, acronyms	●●	●●	●●	●●	●●	●●	●●	●●				
<b>4.2</b>												
With assistance, identify dialect, slang, alliteration												
With assistance, identify metaphors												
With assistance, identify words and phrases that reveal tone	●	●	●	●	●	●	●	●				
<b>4.3 Organizational and Structural Patterns</b>												
Explain the topic	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, identify theme												
Describe the sequential order	●●	●●	●●●	●●	●●	●●●	●●	●●●				
Describe the chronological order	●	●	●●	●	●	●●	●	●●				
Identify cause and effect	●	●●	●●	●●	●	●	●	●				
With assistance, identify a cause and its effect on events and/or relationships	●	●●	●●	●●	●	●	●	●				

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With assistance, identify problems and solutions	●	●	●	●	●	●	●	●				
With assistance, identify a main idea based on evidence	●	●	●	●	●●●	●	●	●				
<b>4.4 Cultures and Times</b>												
Read and discuss text from different: cultures, time periods												
With assistance, compare text from different: cultures, time periods												
<b>4.5 Responding to Text</b>												
With assistance, make connections to self, other text, and/or the world	●●	●●	●●	●●	●●	●●	●●	●●				
Use information to answer specific questions	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
<b>4.6 Predictions, Inferences, and Conclusions</b>												
Make predictions based on evidence	●●●	●●	●●	●●	●●●	●●	●●	●●				
With assistance, make inferences based on evidence	●●	●●●	●●	●●	●●	●●	●●●	●●				
With assistance, draw conclusions based on evidence	●●	●●	●●	●●	●●	●●	●●	●●				
Identify fact and opinion	●	●	●	●	●	●	●	●				
<b>4.7 Directions</b>												
Read and follow directions to complete tasks	●●	●●	●●	●●	●●	●●	●●	●●				
<b>Content Standard 5.0: Effective Writing - Students write a variety of texts using the writing process.</b>												
<b>5.1 Prewriting</b>												
Use prewriting strategies to plan written work	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, choose and narrow a topic to organize	●●	●●	●●	●●	●●	●●	●●	●●				

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ideas												
With assistance, explore a topic to plan written work	●●	●●	●●	●●	●●	●●	●●	●●				
<b>5.2 Drafting</b>												
Draw or communicate ideas in written form	●●	●●	●●	●●	●●	●●	●●	●●				
Draft sentences about a single topic that address: audience, purpose, supporting details	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, draft paragraphs about a single topic that address: audience, purpose, supporting details	●●	●●	●●	●●	●●	●●	●●	●●				
<b>5.3 Revising</b>												
With assistance, revise drafts for: organization, focused ideas, voice, audience, purpose, relevant details, word choice, sentence fluency	●	●	●	●	●	●	●	●				
<b>5.4 Editing for Mechanics</b>												
Edit to ensure correct spelling of first and last names	●	●	●	●	●	●	●	●				
Edit sentences to ensure correct spelling of: high frequency words, content words, patterned words	●	●	●	●	●	●	●	●				
Edit capitalization for: first and last names, beginnings of sentences, months, days of the week	●	●	●	●	●	●	●	●				
With assistance, edit capitalization for: proper nouns, initials, titles	●	●	●	●	●	●	●	●				
Edit punctuation for: end punctuation, commas	●	●	●	●	●	●	●	●				
<b>5.5 Editing for Usage of Words</b>												

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With assistance, edit for correct use of: nouns, verbs, pronouns, adjectives, subject/verb agreement, verb tenses	●	●	●	●	●	●	●	●				
<b>5.6 Editing for Sentence Structure</b>												
Edit sentence structure for complete sentences	●	●	●	●	●	●	●	●				
With assistance, edit sentences for combining sentences	●	●	●	●	●	●	●	●				
<b>5.7 Publishing</b>												
Create a final draft through writing, drawing, or dictation	●	●	●	●	●	●	●	●				
Prepare a legible final draft to display or share	●	●●	●	●	●	●	●	●				
<b>Content Standard 6.0: Types of Writing</b> - Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.												
<b>6.1 Expository</b>												
Draw or write to communicate	●●	●●	●●	●●	●●	●●	●●	●●				
Write sentences using a topic sentence: generated by the teacher, generated by the student	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, write paragraphs which include: a topic sentence, supporting details, a concluding statement	●●	●●	●●	●●	●●	●●	●●	●●				
<b>6.2 Narrative/Descriptive</b>												
Write sentences about experiences and/or events	●	●	●	●	●	●	●	●				

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appropriate to audience and purpose												
With assistance, write paragraphs about experiences and/or events appropriate to audience and purpose that include: logical sequence, character, setting												
<b>6.3 Poetry</b>												
Listen to and discuss poetry												
Write poetry												
<b>6.4 Responses to Literature</b>												
Write responses to literary text												
<b>6.5 Responses to Expository Text</b>												
Write responses to expository text	●	●	●	●	●	●	●	●				
<b>6.6 Persuasive</b>												
Draw or communicate an opinion												
Write an opinion statement												
With assistance, write persuasive paragraphs that include supporting evidence												
<b>6.7 Personal &amp; Professional Communication</b>												
Draw and/or write personal messages												
Write friendly letters following an established format												
<b>6.8 Directions</b>												
With assistance, write directions to complete tasks.			●●●									

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<b>6.9 Research</b>												
Write sentences to: formulate a question, record information, answer a research question	●●	●●	●●	●●	●●	●●	●●	●●				
Identify: title, author	●	●	●	●	●	●	●	●				
<b>Content Standard 7.0: Listening</b> - Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.												
<b>7.1 Message</b>												
Listen for a variety of purposes including, gaining information, being entertained, understanding directions	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, listen for and identify: main idea, purpose, messages, mood, tone	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, listen to and retell ideas with supporting details	●●	●●	●●	●●	●●	●●	●●	●●				
With assistance, listen to and summarize ideas and supporting details.	●●	●●	●	●	●●	●●	●	●●				
<b>7.2 Content and Delivery</b>												
Listen to and respond to oral communication	●●	●●	●●	●●	●●	●●	●●	●●				
<b>7.3 Vocabulary Development</b>												
Expand vocabulary through listening	●●	●●	●●	●●	●●	●●	●●	●●				
<b>7.4 Language</b>												
Listen for and identify dialect												

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Listen for and identify the use of formal and informal language	•	•	•	•	•	•	•	•				
With assistance, listen for and identify social and academic language	••	••	••	••	••	••	••	••				
<b>7.5 Conversations and Group Discussions</b>												
Actively listen to a speaker	••	••	••	••	••	••	••	••				
Listen to and participate in conversations	••	••	••	••	••	••	••	••				
<b>Content Standard 8.0: Speaking</b> - Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.												
<b>8.1 Giving Directions</b>												
Give directions to complete tasks	•	•	•	•	•	•	•	•				
Ask questions to clarify directions	•	•	•	•	•	•	•	•				
<b>8.2 Language</b>												
Use precise language to describe: feelings, experiences, observations, ideas	••	••	••	••	••	••	••	••				
With assistance, apply Standard English to communicate ideas	•	•	•	•	•	•	•	•				
<b>8.3 Presentations</b>												
Speak clearly with prosody	••	•	•	•	•	••	•	•				
Communicate personal experiences and retell stories	•	•	•	•	•	•	•	•				
Communicate information in small and large groups	••	••	••	••	••	••	••	••				
With assistance, use public speaking techniques to	••	•	•	•	•	•	•	•				

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deliver presentations with appropriate: volume, eye contact, enunciation, posture, expressions, audience, purpose												
Communicate information by maintaining a clear focus	●●	●	●	●	●	●	●	●				
With assistance, communicate information in a logical sequence	●	●	●	●	●	●	●	●				
Communicate statements that express an opinion												
<b>8.4 Group Discussions</b>												
Participate in group discussions following the turn taking process	●●	●●	●●	●●	●●	●●	●●	●●				
Participate in group discussions by asking and answering relevant questions	●●	●●	●●	●●	●●	●●	●●	●●				
Ask relevant questions to clarify and gather information	●	●	●	●	●	●	●	●				
<b>8.5 Phonology</b>												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●				
Demonstrate phonemic awareness of spoken word through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●				

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