

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

**Soil Habitats**  
**Shoreline Science**  
**Designing Mixtures**  
**Gravity and Magnetism**

**with the State of Ohio**  
**English Language Arts Standards**  
**for Grades 2 and 3**

Created March 2009



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## Grade Two

	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
<b>Phonemic Awareness, Word Recognition and Fluency</b>				
1. Identify rhyming words with the same or different spelling patterns.				
2. Read regularly spelled multi-syllable words by sight.	●	●	●	●
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.	●	●	●	●
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.				
5. Segment letter, letter blends and syllable sounds in words.				
6. Distinguish and identify the beginning, middle and ending sounds in words.				
7. Identify words as having either short- or long-vowel sounds.				
8. Demonstrate a growing stock of sight words.	●	●	●	●
9. Read text using fluid and automatic decoding skills.	●●	●●	●●	●●
10. Read passages fluently with appropriate changes in voice, timing and expression.	●●	●●	●●	●●
<b>Acquisition of Vocabulary</b>				
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	●	●	●	●
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	●●	●●	●●	●●
3. Classify words into categories (e.g., colors, fruits, vegetables).	●●●	●●	●●	●●
4. Read accurately high-frequency sight words.	●●	●●	●●	●●
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.				
6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.				
7. Identify contractions and common abbreviations and connect them to whole words.	●	●	●	●

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	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.	●	●	●●	●
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.	●	●	●	●
10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.	●●●	●●●	●●●	●●●
<b>Reading Process: Concepts of Print, Comprehension</b>				
<b>Strategies and Self-Monitoring Strategies</b>				
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	●●	●●	●●	●●●
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	●●	●●●	●●	●●
3. Compare and contrast information in texts with prior knowledge and experience.	●●	●●	●●●	●●
4. Summarize text by recalling main ideas and some supporting details.	●●●	●●●	●●●	●●●
5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	●●●	●●●	●●●	●●●
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	●●●	●●●	●●●	●●●
7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.	●●	●●	●●	●●
8. Monitor reading comprehension by identifying word errors and self-correcting.	●●	●●	●●	●●
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).				
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	●●●	●●●	●●●	●●●
<b>Reading Applications: Informational, Technical and Persuasive Text</b>				
1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.	●●●	●●●	●●●	●●●
2. Arrange events from informational text in sequential order.				

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3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.	●●	●●●	●●	●●
4. Classify ideas from informational texts as main ideas or supporting details.	●●	●●	●●●	●●
5. Identify information in diagrams, charts, graphs and maps.	●●●	●●●	●●●	●●●
6. Analyze a set of directions for proper sequencing.	●	●	●●●	●
<b>Reading Applications: Literary Text</b>				
1. Compare and contrast different versions of the same story.				
2. Describe characters and setting.				
3. Retell the plot of a story.	●●	●●	●●	●●
4. Distinguish between stories, poems, plays, fairy tales and fables.				
5. Identify words from texts that appeal to the senses.	●●	●●	●●●	●●
6. Identify the theme of a text.	●●●	●●●	●●●	●●●
<b>Writing Processes</b>				
1. Generate writing ideas through discussions with others.	●●	●●●	●●	●●●
2. Develop a main idea for writing.	●●●	●●	●●●	●●●
3. Develop a purpose and audience for writing.	●●●	●●●	●●●	●●●
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	●●●	●●●	●●●	●●●
5. Organize writing with a developed beginning, middle and end.	●●●	●●	●●●	●●
6. Use a range of complete sentences, including declarative, interrogative and exclamatory.				
7. Include transitional words and phrases.				
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	●●●	●●●	●●●	●●●
9. Use available technology to compose text.				
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	●	●	●●●	●
11. Add descriptive words and details and delete extraneous information.			●●●	
12. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.	●●●	●●●	●●●	●●●
13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).				
14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.				

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	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
15. Rewrite and illustrate writing samples for display and for sharing with others.	●●●	●●●	●●●	●●
<b>Writing Applications</b>				
1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.	●●●	●●●	●●●	●●●
2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.	●●●	●●●	●●●	●●●
3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).				
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	●●●	●●●	●●●	●●●
<b>Writing Conventions</b>				
1. Print legibly, and space letters, words and sentences appropriately.				
2. Spell words with consonant blends and digraphs.				
3. Spell regularly used and high-frequency words correctly.				
4. Spell words studied (e.g., word lists, text words) correctly.				
5. Spell plurals and verb tenses correctly.				
6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).				
7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).				
8. Use periods, question marks and exclamation points as endpoints correctly.				
9. Use quotation marks.				
10. Use correct punctuation for contractions and abbreviations.				
11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).				
12. Use nouns, verbs and adjectives correctly.				
13. Use subjects and verbs that are in agreement.				
14. Use personal pronouns.				
15. Use past and present verb tenses (e.g., "we were" rather than "we was").				
16. Use nouns and pronouns that are in agreement.				
<b>Research</b>				
1. Create questions for investigations, assigned topic or personal area of interest.	●●●	●●●	●●●	●●●

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2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	●●	●●		●●
3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.				
4. Identify important information and write brief notes about the information.	●●●	●●●	●●●	●●●
5. Sort relevant information about the topic into categories with teacher assistance.	●●●	●●●	●●●	●●●
6. Report important findings to others.	●●●	●●●	●●●	●●●
<b>Communication: Oral and Visual</b>				
1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.	●●●	●●●	●●●	●●●
2. Compare what is heard with prior knowledge and experience.	●●●	●●●	●●●	●●●
3. Identify the main idea of oral presentations and visual media.	●●●	●●	●●	●●
4. Follow two- and three-step oral directions.	●●●	●●●	●●●	●●●
5. Demonstrate an understanding of the rules of the English language.				
6. Select language appropriate to purpose and use clear diction and tone.	●●	●●	●●	●●
7. Adjust volume to stress important ideas.	●	●	●	●
8. Deliver informational presentations that:	●●●	●●●	●●●	●●●
a. present events or ideas in logical sequence and maintain a clear focus;	●●●	●●●	●●●	●●●
b. demonstrate an understanding of the topic;	●●●	●●●	●●●	●●●
c. include relevant facts and details to develop a topic;	●●●	●●●	●●●	●●●
d. organize information with a clear beginning and ending;	●●●	●●●	●●●	●●●
e. include diagrams, charts or illustrations as appropriate; and	●●●	●●●	●●●	●
f. identify sources.	●●●	●●●	●●●	●●●
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	●●●	●●●	●●●	●●●
10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).				

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## Grade Three

	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
<b>Phonemic Awareness, Word Recognition and Fluency</b>				
1. Identify rhyming words with the same or different spelling patterns.				
2. Use letter-sound knowledge and structural analysis to decode words.				
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.				
4. Demonstrate a growing stock of sight words.	●	●	●	●
5. Read text using fluid and automatic decoding skills.	●●	●●	●●	●●
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	●●	●●	●●	●●
<b>Acquisition of Vocabulary</b>				
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	●	●	●	●
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	●	●	●	●
3. Apply the meaning of the terms synonyms and antonyms.				
4. Read accurately high-frequency sight words.				
5. Apply knowledge of individual words in unknown compound words to determine their meanings.				
6. Use knowledge of contractions and common abbreviations to identify whole words.				
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	●	●	●●	●
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	●	●	●	●
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	●●●	●●●	●●●	●●●
<b>Reading Processes: Concepts of Print, Comprehension</b>				
<b>Strategies and Self-Monitoring Strategies</b>				
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	●●	●●	●●	●●●

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2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	●●	●●●	●●	●●
3. Compare and contrast information between texts and across subject areas.	●●●	●●●	●●●	●●●
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	●●●	●●●	●●●	●●●
5. Make inferences regarding events and possible outcomes from information in text.	●●●	●●	●●	●●
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	●●●	●●●	●●●	●●●
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	●●●	●●●	●●●	●●●
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	●●	●●	●●	●●
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).				
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	●●●	●●●	●●●	●●●
<b>Reading Applications: Informational, Technical and Persuasive Text</b>				
1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	●●●	●●●	●●●	●●●
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	●●	●●●	●●	●●
3. Identify and list the important central ideas and supporting details of informational text.	●●●	●●●	●●	●●
4. Draw conclusions from information in maps, charts, graphs and diagrams.	●●●	●●●	●●●	●●●
5. Analyze a set of directions for proper sequencing, clarity and completeness.	●	●	●●	●
<b>Reading Applications: Literary Text</b>				
1. Recognize and describe similarities and differences of plot across literary works.				
2. Use concrete details from the text to describe characters and setting.	●	●	●	
3. Retell the plot sequence.	●	●	●	●

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4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	●●	●●	●●	●●
5. Explain how an author's choice of words appeals to the senses.			●●●	
6. Identify stated and implied themes.	●●●	●●●	●●●	●●●
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).			●●	
<b>Writing Processes</b>				
1. Generate writing ideas through discussions with others and from printed material.	●●●	●●●	●●●	●●●
2. Develop a clear main idea for writing.	●●●	●●	●●●	●●●
3. Develop a purpose and audience for writing.	●●●	●●●	●●●	●●
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	●●●	●●●	●●●	●●●
5. Organize writing by providing a simple introduction, body and a clear sense of closure.	●●●	●●	●●●	●●
6. Use a wide range of simple, compound and complex sentences.				
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	●●●	●●●	●●●	●●●
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	●●●	●●●	●●●	●●●
9. Use available technology to compose text.				
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	●	●	●●	●
11. Add descriptive words and details and delete extraneous information.			●●●	
12. Rearrange words, sentences and paragraphs to clarify meaning.				
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	●●●	●●●	●●●	●●●
14. writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.				
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.				
16. Rewrite and illustrate writing samples for display and for sharing with others.	●●●	●●●	●●●	●

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<b>Writing Applications</b>				
1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.				
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.				
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.				
4. Write informational reports that include the main ideas and significant details from the text.	●●●	●●	●●	●●
5. Produce informal writings (e.g., messages, journals, note and, poems) for various purposes.	●●●	●●●	●●●	●●●
<b>Writing Conventions</b>				
1. Write legibly in cursive, spacing letters, words and sentences appropriately.				
2. Spell multi-syllabic words correctly.				
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.				
4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.				
5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.				
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).				
7. Use resources to check spelling (e.g., a dictionary, spell check).				
8. Use end punctuation marks correctly.				
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.				
10. Use correct capitalization.				
11. Use nouns, verbs and adjectives correctly.				
12. Use subjects and verbs that are in agreement.				
13. Use irregular plural nouns.				
14. Use nouns and pronouns that are in agreement.				
15. Use past, present and future verb tenses.				
16. Use possessive nouns and pronouns.				
17. Use conjunctions.				

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	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
<b>Research</b>				
1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.	●●●	●●●	●●●	●●●
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	●●●	●●●	●●●	●●●
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.	●●●	●●●	●●●	●●
4. Identify important information found in the sources and summarize the important findings.	●●●	●●●	●●●	●●●
5. Sort relevant information into categories about the topic.	●●●	●●●	●●●	●●
6. Understand the importance of citing sources.				
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	●●●	●●●	●●	●●
<b>Communication: Oral and Visual</b>				
1. Ask questions for clarification and explanation, and respond to others' ideas.	●●●	●●●	●●●	●●●
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.	●●●	●●	●●	●
3. Identify the difference between facts and opinions in presentations and visual media.				
4. Demonstrate an understanding of the rules of the English language.				
5. Select language appropriate to purpose and audience.	●●	●●	●●	●●
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	●	●	●	●
7. Adjust speaking content according to the needs of the audience.	●	●	●	●

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8.	Shoreline Science	Soil Habitats	Designing Mixtures	Gravity & Magnetism
9. Deliver informational presentations that:	●●●	●●●	●●●	●●●
a. present events or ideas in logical sequence and maintain a clear focus;	●●●	●●●	●●●	●●●
b. demonstrate an understanding of the topic;	●●●	●●●	●●●	●●●
c. include relevant facts and details from multiple sources to develop topic;	●●●	●●●	●●●	●●
d. organize information, including a clear introduction, body and conclusion;	●●●	●●●	●●●	●●
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and	●●●	●●●	●●●	●●
f. identify sources.	●●●	●●●	●●●	●●●
10. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	●●●	●●●	●●●	●●●

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