

Correlations between

Seeds of Science/Roots of Reading[®]

Integrated Science and Literacy Units

and

English Language Arts Standards for Grade 2

For the State of Georgia

Georgia English/Language Arts Standards – 2nd Grade

Georgia English/Language Arts Standards – 2nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
ELA2R1												
The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student...												
a. Reads words containing blends, digraphs, and diphthongs.	●	●	●	●	●	●	●	●				
b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.	●	●	●	●	●	●	●	●				
c. Reads compound words and contractions in grade appropriate texts.	●	●	●	●	●	●	●	●				
d. Reads and spells words containing r-controlled vowels and silent letters.	●	●	●	●	●	●	●	●				
e. Reads and spells words containing irregular vowel patterns.	●	●	●	●	●	●	●	●				
f. Reads multisyllabic words.	●	●	●	●	●	●	●	●				
g. Applies learned phonics skills when reading and writing words, sentences, and stories.	●	●	●	●	●	●	●	●				
ELA2R2												
The student demonstrates the ability to read orally with speed, accuracy, and expression. The student...												
a. Applies letter-sound knowledge to decode quickly and accurately.	●	●	●	●	●	●	●	●				
b. Automatically recognizes additional high frequency and familiar words within texts.	●	●	●	●	●	●	●	●				
c. Reads familiar text with expression.	●	●	●	●	●	●	●	●				
d. Reads second-grade texts at a target rate of 90 words correct per minute.	●	●	●	●	●	●	●	●				
e. Uses self-correction when subsequent reading indicates	●	●	●	●	●	●	●	●				

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an earlier misreading within grade-level text.												
ELA2R3												
The student acquires and uses grade-level words to communicate effectively. The student...												
a. Reads a variety of texts and uses new words in oral and written language.	●●	●●	●●	●●	●●	●●	●●	●●				
b. Recognizes grade appropriate words with multiple meanings.	●	●	●	●	●			●				
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	●	●	●	●	●	●	●	●				
d. Determines the meaning of unknown words on the basis of context.	●	●	●	●	●	●	●	●				
ELA2R4												
The student uses a variety of strategies to gain meaning from grade-level text. The student...												
a. Reads a variety of texts for information and pleasure.	●●	●●	●●	●●	●●	●●	●●	●●				
b. Makes predictions from text content.	●●●	●	●	●	●●●	●	●	●				
c. Generates questions before, during and after reading.	●●●	●	●	●	●	●●●	●	●				
d. Recalls explicit facts and infers implicit facts.	●●	●●●	●●	●●	●●	●●	●●●	●●				
e. Summarizes text content.	●	●	●	●	●●●	●	●	●				
f. Distinguishes fact from fiction in a text.	●	●	●	●	●	●	●	●				
g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
h. Makes connections between texts and/or personal experiences.	●	●	●	●	●	●	●	●				
i. Identifies and infers main idea and supporting details.	●	●	●	●	●●●	●	●	●				
j. Self-monitors comprehension and attempts to clarify	●●	●●	●●	●●	●●	●●	●●	●●				

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meaning.												
k. Identifies and infers cause-and-effect relationships.		●	●	●								
l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.												
m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).	●	●	●	●	●	●	●	●				
n. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
o. Recognizes the author's purpose.	●	●	●	●	●	●	●	●				
p. Uses word parts to determine meanings.	●	●	●	●	●	●	●	●				
q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.	●	●	●	●	●	●	●	●				
ELA2W1												
The student demonstrates competency in the writing process. The student...												
a. Writes text of a length appropriate to address a topic and tell the story.	●●	●●	●●	●●	●●	●●	●●	●●				
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).	●●	●●	●●	●●	●●	●●	●●	●●				
c. Uses transition words and phrases.	●	●	●	●	●●	●●	●●	●●				
d. Begins to create graphic features (charts, tables, graphs).	●●	●	●	●	●●	●●	●●	●●				
e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).												
f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an												

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opinion.												
g. Begins to write a persuasive piece that states and supports an opinion.												
h. Prewrites to generate ideas orally.	●●	●●	●●	●●	●●	●●	●●	●●				
i. Uses planning ideas to produce a rough draft.	●●	●●	●●	●●	●●	●●	●●	●●				
j. Rereads writing to self and others, revises to add details and edits to make corrections.	●	●	●	●	●	●	●	●				
k. Creates documents with legible handwriting.	●	●●	●	●	●	●	●	●				
l. Consistently writes in complete sentences with correct subject/verb agreement.	●	●	●	●	●	●	●	●				
m. Uses nouns (singular, plural, and possessive) correctly.	●	●	●	●	●	●	●	●				
n. Uses singular possessive pronouns.	●	●	●	●	●	●	●	●				
o. Uses singular and plural personal pronouns.	●	●	●	●	●	●	●	●				
p. Uses increasingly complex sentence structure.	●	●	●	●	●	●	●	●				
q. Uses common rules of spelling.	●	●	●	●	●	●	●	●				
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).	●	●	●	●	●	●	●	●				
s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations.	●	●	●	●	●	●	●	●				
t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.	●●	●●	●●	●	●●	●●	●	●●				

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u. Recognizes appropriate uses of quotation marks.												
v. Uses the dictionary and thesaurus to support word choices.												
ELA2W2												
The student begins to write in a variety genres, including narrative, informational, persuasive, and response to literature.												
Critical Component: The student produces a narrative that:												
a. Captures a reader's interest by writing a personal story in first or third person consistently.												
b. Begins to write fantasy/imaginary stories.												
c. Begins to sustain a focus.												
d. Includes the appropriate purpose, expectations, and length for the audience and genre.												
e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).												
f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).												
g. Begins to develop characters through action and dialogue.												
h. Develops a sense of closure.												
i. May include prewriting.												
j. May include a revised and edited draft.	●	●	●	●	●	●	●	●				
k. May be published.	●	●	●	●	●	●	●	●				
Critical Component: The student produces informational writing that:												
a. Captures a reader's interest.	●●	●●	●●	●●	●●	●●	●●	●●				

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b. Begins to sustain a focused topic	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
c. Includes the appropriate purpose, expectations, and length for the audience and genre.	●●	●●	●●	●●	●●	●●	●●	●●				
d. Adds facts and details.	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).	●●	●●	●●	●●	●●	●●	●●	●●				
f. Uses graphic features (charts, tables, graphs).	●	●	●	●	●●	●●	●●	●●				
g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.	●●	●●	●●	●	●●	●●	●	●●				
h. Develops a sense of closure.	●●	●●	●●	●●	●●	●●	●●	●●				
i. May include prewriting.	●●	●●	●●	●●	●●	●●	●●	●●				
j. May include a draft that is revised and edited.	●	●	●	●	●	●	●	●				
k. May be published.	●	●	●	●	●	●	●	●				
Critical Component: The student produces a persuasive piece of writing that:												
a. Captures a reader's interest by stating a clear position/opinion.												
b. Begins to sustain a focus.												
c. Includes the appropriate purpose, expectations, and length for audience and the genre.												
d. Adds supportive details throughout.												
e. Uses appropriate formats (letter, list of pros and cons, advertisement).												
f. Develops a sense of closure.												
g. May include prewriting.												

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h. May include a revised and edited draft.												
i. May be published.												
Critical Component: The student produces a response to literature that:												
a. Captures a reader's interest by stating an opinion about a text.												
b. Demonstrates understanding of the text and expresses and supports an opinion.												
c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.												
d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).												
e. Develops a sense of closure.												
f. May include prewriting.												
g. May include a draft that is revised and edited.												
h. May be published.												
ELA2LSV1												
The student uses oral and visual strategies to communicate. The student...												
a. Interprets information presented and seeks clarification when needed.	●●	●●	●●	●●	●●	●●	●●	●●				
b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.	●●	●●	●●	●●	●●	●●	●●	●●				
c. Uses increasingly complex language patterns and sentence structure when communicating.	●●	●●	●●	●●	●●	●●	●●	●●				

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d. Listens to and views a variety of media to acquire information.												
e. Increases vocabulary to reflect a growing range of interests and knowledge.	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●				

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