

Killer Plants

Book topic	NGSS LS2.A	Interdependent Relationships in Ecosystems. Plants depend on water and light to grow (2-LS2-1). Plants depend on animals for pollination or to move their seeds around (2-LS2-2).
	NY 2 SCI Unit 3: 1.1b, 1.2a, 3.1b	Plants require air, water, nutrients, and light in order to live and thrive.
	CA 2 SCI 2.2c, e, f	Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. Students know flowers and fruits are associated with reproduction in plants.
	TEKS 2 SCI 9a-c	Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to identify the basic needs of plants and animals; identify factors in the environment, including temperature and precipitation, that affect growth [...] and compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded area.

Comprehension strategies lesson	CCSS 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.
	TEKS G2 6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information
	TEKS G2 13.A	Generate questions for formal and informal inquiry with adult assistance
	CCSS RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	TEKS G2 9.D.i	Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance

Writing activities	CCSS W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	TEKS G2 12.A	Compose literary texts, including personal narratives and poetry.
	CCSS 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.
	TEKS G2 12.B	Compose informational texts, including procedural texts and reports.
	TEKS G2 12.C	Compose correspondence such as thank you notes or letters.
	CCSS 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.
	CCSS W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
TEKS G2 7.E	Interact with sources in meaningful ways such as illustrating or writing.	

F-L-T correlations	Contractions	CCSS L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
		TEKS G2 2.B.iv	decoding compound words, contractions, and common abbreviations

	Compound Words	CCSS L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
		TEKS G2 2.B.iv	decoding compound words, contractions, and common abbreviations
	Emphasis	CCSS RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		TEKS G2 4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
	Glossary	CCSS L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		TEKS G2 3.A	use print or digital resources to determine meaning and pronunciation of unknown words