

**2.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.

(2-PS1-4)  
**UT.2.3.4**

**UT.2.3.3 Develop and use a model to describe how an object, made of a small set of pieces, can be disassembled and reshaped into a new object with a different function. Emphasize that a great variety of objects can be built from a small set of pieces. Examples of pieces could include wooden blocks or building bricks.**

For Clarification Statements and Assessment Boundaries, see NGSS..

**2-PS1-3**

## DCI Matter and Its Interactions

**2.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.

(2-PS1-1)  
**UT.2.3.1**

## DCI Matter and Its Interactions

**2.PS1.A: Structure and Properties of Matter**

Different properties are suited to different purposes.

(2-PS1-2), (2-PS1-3)  
**UT.2.3.2, UT.2.3.3**

## DCI Matter and Its Interactions

**2.PS1.A: Structure and Properties of Matter**

A great variety of objects can be built up from a small set of pieces.

(2-PS1-3)  
**UT.2.3.3**

### 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. (2-PS1-1) **UT.2.3.1**

### 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.

(2-PS1-2)  
**UT.2.3.2**

#### Performance expectation

**UT.2.3.1 Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as strength, color, flexibility, hardness, texture, or whether the materials are solids or liquids.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-PS1-1**

#### Performance expectation

**UT.2.3.2 Construct an explanation showing how the properties of materials influence their intended use and function. Examples could include using wood as a building material because it is lightweight and strong or the use of concrete, steel, or cotton due to their unique properties.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-PS1-2**

#### Performance expectation

**UT.2.3.4 Obtain, evaluate, and communicate information about changes in matter caused by heating or cooling. Emphasize that some changes can be reversed and some cannot. Examples of reversible changes could include freezing water or melting crayons. Examples of irreversible changes could include cooking an egg or burning wood.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-PS1-4**

DCI: Ecosystems: Interactions, Energy, and Dynamics

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

### 2.LS2.A: Interdependent Relationships in Ecosystems

Plants depend on water and light to grow.

(2-LS2-1)

DCI: Ecosystems: Interactions, Energy, and Dynamics

### 2.LS2.A: Interdependent Relationships in Ecosystems

Plants depend on animals for pollination or to move their seeds around.

(2-LS2-2)  
**UT.2.2.3**

DCI: Ecosystems: Interactions, Energy, and Dynamics

### 2.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.

(2-LS2-2)  
**UT.2.2.3**

Not included in 2nd Grade UT Standards.

Performance Expectation

**2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.**

Clarification Statement: None.

Assessment Boundary: Assessment is limited to testing one variable at a time.

Not included in 2nd Grade UT Standards.

Performance Expectation

**UT.2.2.3 Develop and use a model that mimics the function of an animal dispersing seeds or pollinating plants. Examples could include plants that have seeds with hooks or barbs that attach themselves to animal fur, feathers, or human clothing, or dispersal through the wind, or consumption of fruit and the disposal of the pits or seeds.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-LS2-2**

## Common Core State Standards for ELA/Literacy

### Speaking & Listening SL.2.5 - Presentation of Knowledge and Ideas

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)  
**UT.2.2.3**

## Common Core State Standards for ELA/Literacy

### W.2.7 - Research to Build and Present Knowledge

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-LS2-1)

## Common Core State Standards for ELA/Literacy

### W.2.8 - Research to Build and Present Knowledge

Recall information from experiences or gather information from provided sources to answer a question.

(2-LS2-1)

*Not included in 2nd Grade UT Standards.*

## Science and Engineering Practice

### 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.

(2-LS2-1)

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

## Science and Engineering Practice

### 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.

(2-LS2-2)

*Not included in 2nd Grade UT Standards.*

### 2.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.

(2-ESS2-1)  
UT.2.1.1

**UT.2.1.1 Develop and use models illustrating the patterns of landforms and water on Earth. Examples of models could include valleys, canyons, or floodplains and could depict water in the solid or liquid state.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-ESS2-1**

### DCI: Earth's Systems

### 2.ESS2.A: Earth Materials and Systems

Wind and water can change the shape of the land.

(2-ESS2-1)  
UT.2.1.1

### DCI: Earth's Systems

### 2.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.

(2-ESS2-2)  
UT.2.1.3

### DCI: Earth's Systems

### 2.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.

(2-ESS2-3)

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*



**Reading Informational Text**

**RI.2.3 - Key Ideas and Details**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

(2-ESS2-1)  
**UT.2.1.1**

**Reading Informational Text**

**RI.2.9 - Integration of Knowledge and Ideas**

Compare and contrast the most important points presented by two texts on the same topic.

(2-ESS2-1)  
**UT.2.1.1**

**Common Core State Standards for ELA/Literacy**

**Speaking & Listening**  
**SL.2.5 - Presentation of Knowledge and Ideas**

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-ESS2-2)  
**UT.2.1.3**

**Common Core State Standards for ELA/Literacy**

**W.2.6 - Production and Distribution of Writing**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

(2-ESS2-3)

**Common Core State Standards for ELA/Literacy**

**W.2.8 - Research to Build and Present Knowledge**

Recall information from experiences or gather information from provided sources to answer a question.

(2-ESS2-3)

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

## 2.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.

(2-ESS1-1)  
**UT.2.1.2**

### Performance Expectation

**UT.2.1.2 Construct an explanation about changes in Earth's surface that happen quickly or slowly. Emphasize the contrast between fast and slow changes. Examples of fast changes could include volcanic eruptions, earthquakes, or landslides. Examples of slow changes could include the erosion of mountains or the shaping of canyons.**

For Clarification Statements and Assessment Boundaries, see NGSS. **2-ESS1-1**

### Science and Engineering Practice

## Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior ex-periences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomenon and designing solutions. Make observations from several sources to construct an evidence-based account for natural phenomena.

(2-ESS1-1)  
**UT.2.1.2**

## Stability and Change

Things may change slowly or rapidly.

(2-ESS1-1)  
**UT.2.1.2**

Common Core State Standards for Mathematics  
**Mathematical Practices MP.4 - Model with mathematics**  
CCSS text

(2-ESS1-1)  
**UT.2.1.2**

**DCI: From Molecules to Organisms: Structures and Processes**

**1.LS1.A: Structure and Function**

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

(1-LS1-1)  
**UT.2.2.4**

**DCI: From Molecules to Organisms: Structures and Processes**

**1.LS1.B: Growth and Development of Organisms**

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

(1-LS1-2)

**DCI: From Molecules to Organisms: Structures and Processes**

**1.LS1.D: Information Processing**

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also re-pond to some external inputs.

(1-LS1-1)  
**UT.2.2.4**

*Not included in 2nd Grade UT Standards.*

**Crosscutting Concept**

**Patterns**

Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

(1-LS1-2)

*Not included in 2nd Grade UT Standards.*

**Crosscutting Concept**

**Structure and Function**

The shape and stability of structures of natural and designed objects are related to their function(s).

(1-LS1-1)  
**UT.2.2.4**

*Not included in 2nd Grade UT Standards*

*Not included in 2nd Grade UT Standards*



## Performance Expectation

**UT.2.2.1 Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats. Emphasize the diversity of living things in land and water habitats. Examples of patterns in habitats could include descriptions of temperature or precipitation and the types of plants and animals found in land habitats.**

No NGSS equivalent.

## Crosscutting Concept

### Cause and Effect

Events have causes that generate observable patterns.

(2-LS2-1)

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

## Crosscutting Concept

### Structure and Function

The shape and stability of structures of natural and designed objects are related to their function(s).

(2-LS2-2)

**UT.2.2.3**

## Crosscutting Concept

### Patterns

Patterns in the natural and human designed world can be observed.

(2-PS1-1)  
**UT.2.3.1**

## Crosscutting Concept

### Cause and Effect

Events have causes that generate observable patterns.

(2-PS1-4)  
**UT.2.3.4**

## Science and Engineering Practice

### 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 phenomenon and designing solutions.

Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3) **UT.2.3.3**

## Science and Engineering Practice

### 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.

(2-PS1-4)  
**UT.2.3.4**

## Common Core State Standards for ELA/Literacy

### Reading Informational Text RI.2.3 - Key Ideas and Details

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

(2-PS1-4)  
**UT.2.3.4**

## Crosscutting Concept

### Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(2-PS1-2)  
**UT.2.3.2**

## Crosscutting Concept

### Energy and Matter

Objects may break into smaller pieces and be put together into larger pieces, or change shapes.

(2-PS1-3)  
**UT.2.3.3**

## Common Core State Standards for ELA/Literacy

### W.2.1 - Text Types and Purposes

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.

(2-PS1-4)

**UT.2.3.4**

## Common Core State Standards for ELA/Literacy

### W.2.7 - Research to Build and Present Knowledge

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)

**UT.2.3.1, UT.2.3.2, UT.2.3.3**

## Common Core State Standards for ELA/Literacy

### Reading Informational Text

### RI.2.8 - Integration of Knowledge and Ideas

Describe how reasons support specific points the author makes in a text.

(2-PS1-2), (2-PS1-4)

**UT.2.3.2, UT.2.3.4**

## Common Core State Standards for ELA/Literacy

### Reading Informational Text

### RI.2.1 - Key Ideas and Details

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)

**UT.2.3.4.**

## Common Core State Standards for ELA/Literacy

### W.2.8 - Research to Build and Present Knowledge

Recall information from experiences or gather information from provided sources to answer a question.

(2-PS1-1), (2-PS1-2), (2-PS1-3)

**UT.2.3.1, UT.2.3.2, UT.2.3.3**

## Common Core State Standards for Mathematics

### Measurement & Data

#### 2.MD.D.10 - Represent and interpret data.

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)  
**UT.2.3.1, UT.2.3.2**

## Common Core State Standards for Mathematics

### Mathematical Practices MP.2 -

#### Reason abstractly and quantitatively

CCSS text

(2-PS1-2)

**UT.2.3.2**

## Common Core State Standards for Mathematics

### Mathematical Practices

#### MP.4 - Model with mathematics

CCSS text

(2-PS1-1), (2-PS1-2)

**UT.2.3.1, UT.2.3.2**

## Common Core State Standards for Mathematics

### Mathematical Practices MP.5 - Use appropriate tools strategically

CCSS text

(2-PS1-2)

**UT.2.3.2**

## Common Core State Standards for Mathematics

### Measurement & Data

#### 2.MD.D.10 - Represent and interpret data.

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-LS4-1)

**UT.2.2.2**

## DCI: Biological Evolution: Unity and Diversity

### 2.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.

(2-LS4-1)

**UT.2.2.2**

#### Performance Expectation

**UT.2.2.2 Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats.**

**Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-LS4-1**

#### Science and Engineering Practice

### 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.

(2-LS4-1)

**UT.2.2.2**

#### Common Core State Standards for Mathematics

### Measurement & Data

### 2.MD.B.5 - Relate addition and subtraction to length.

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

(2-ESS2-1)

**UT.2.1.1**

#### Common Core State Standards for Mathematics

### Mathematical Practices MP.2 -

### Reason abstractly and quantitatively

CCSS text

(2-ESS2-1), (2-ESS2-2)

**UT.2.1.1, UT.2.1.3**

## Common Core State Standards for ELA/Literacy

### W.2.7 - Research to Build and Present Knowledge

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-LS4-1)  
**UT.2.2.2**

## Common Core State Standards for ELA/Literacy

### W.2.8 - Research to Build and Present Knowledge

Recall information from experiences or gather information from provided sources to answer a question.

(2-LS4-1)  
**UT.2.2.2**

## Common Core State Standards for Mathematics

### Mathematical Practices

### MP.4 - Model with mathematics

CCSS text

(2-LS4-1)  
**UT.2.2.2**

## Common Core State Standards for Mathematics

### Number & Operations in Base Ten

### 2.NBT.A.3 - Understand place value.

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

(2-ESS2-2)  
**UT.2.1.3**

## Common Core State Standards for Mathematics

### Mathematical Practices MP.5 - Use

### appropriate tools strategically

CCSS text

(2-ESS2-1)  
**UT.2.1.1**



**Common Core State Standards for Mathematics**

**Mathematical Practices MP.2 -  
Reason abstractly and quantitatively**

CCSS text

(2-LS4-1)  
**UT.2.2.2**

*Not included in 2nd Grade UT Standards.*

**Common Core State Standards for Mathematics**

**Mathematical Practices MP.2 -  
Reason abstractly and quantitatively**

CCSS text

(2-LS2-1)

*Not included in 2nd Grade UT Standards.*

**Common Core State Standards for Mathematics**

**Mathematical Practices  
MP.4 - Model with mathematics**

CCSS text

(2-LS2-1), (2-LS2-2)  
**UT.2.2.3**

**Common Core State Standards for Mathematics**

**Measurement & Data**

**2.MD.D.10 - Represent and interpret data.**

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-LS2-2)  
**UT.2.2.3**

*Not included in 2nd Grade UT Standards.*

**Common Core State Standards for Mathematics**

**Mathematical Practices MP.5 - Use appropriate tools strategically**

CCSS text

(2-LS2-1)

*Not included in 2nd Grade UT Standards.*

## 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 phenomenon and designing solutions.

Compare multiple solutions to a problem. (2-ESS2-1)

**UT.2.1.1**

## 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 model to represent patterns in the natural world.

(2-ESS2-2)

**UT.2.1.3**

### Performance Expectation

**UT.2.1.3** Design solutions to slow or prevent wind or water from changing the shape of land. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples of solutions could include retaining walls, dikes, windbreaks, shrubs, trees, and grass to hold back wind, water, and land.

For Clarification Statements and Assessment Boundaries, see NGSS.

**2-ESS2-2**

### Performance Expectation

**2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid.**

**Clarification Statement:** None.  
**Assessment Boundary:** None.

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

### Crosscutting Concept

#### Patterns

Patterns in the natural world can be observed.

(2-ESS2-2), (2-ESS2-3)

**UT.2.1.3**

## Crosscutting Concept

### Stability and Change

Things may change slowly or rapidly.

(2-ESS2-1)  
**UT.2.1.1**

## Science and Engineering Practice

### 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.

(2-ESS2-3)

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

## Common Core State Standards for Mathematics

### Mathematical Practices

#### MP.4 - Model with mathematics

CCSS text

(2-ESS2-1), (2-ESS2-2)  
**UT.2.1.1, UT.2.1.3**

## Common Core State Standards for ELA/Literacy

### Reading Informational Text

#### RI.2.1 - Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

(2-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for ELA/Literacy

### Speaking & Listening

#### SL.2.2 - Comprehension and Collaboration

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

(2-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for ELA/Literacy

### W.2.7 - Research to Build and Present Knowledge

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-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for ELA/Literacy

### W.2.8 - Research to Build and Present Knowledge

Recall information from experiences or gather information from provided sources to answer a question.

(2-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for Mathematics

### Number & Operations in Base Ten 2.NBT.A - Understand place value.

Understand place value.

(2-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for ELA/Literacy

### Reading Informational Text

#### RI.2.3 - Key Ideas and Details

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

(2-ESS1-1)  
**UT.2.1.2**

## Common Core State Standards for ELA/Literacy

### W.2.6 - Production and Distribution of Writing

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)  
**UT.2.1.2**

## Common Core State Standards for Mathematics

### Mathematical Practices MP.2 -

### Reason abstractly and quantitatively

CCSS text

(2-ESS1-1)

**UT.2.1.2**

*Not included in 2nd Grade UT Standards.*

**Performance Expectation**

**1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.**

**Clarification Statement:** Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).  
**Assessment Boundary:** none

### Performance Expectation

**UT.2.2.4 Design a solution to a human problem by mimicking the structure and function of plants and/or animals and how they use their external parts to help them survive, grow, and meet their needs. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples could include a human wearing a jacket to mimic the fur of an animal or a webbed foot to design a better swimming fin.**

For Clarification Statements and Assessment Boundaries, see NGSS.

**1-LS1-1**

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

**Science and Engineering Practice**

**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.

Read grade-appropriate texts and use media to obtain scientific in-formation to determine patterns in the natural world.

(1-LS1-2)

### Science and Engineering Practice

### 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 phenomenon and designing solutions. Use materials to design a device that solves a specific problem or a solution to a specific problem.

(1-LS1-1)

**UT.2.2.4**

*Not included in 2nd Grade UT Standards.*

*Not included in 2nd Grade UT Standards.*

### Common Core State Standards for ELA/Literacy

#### Reading Informational Text

##### RI.1.1 - Key Ideas and Details

Ask and answer questions about key details in a text.

(1-LS1-2)

*Not included in 2nd Grade UT Standards.*

### Common Core State Standards for ELA/Literacy

#### Reading Informational Text

##### RI.1.10 - Range of Reading and Level of Text Complexity

With prompting and support, read informational texts appropriately complex for grade 1.

(1-LS1-2)

*Not included in 2nd Grade UT Standards.*

### Common Core State Standards for ELA/Literacy

#### Card Type name

##### W.1.7 - Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

(1-LS1-1)  
**UT.2.2.4**

*Not included in 2nd Grade UT Standards.*

### Common Core State Standards for ELA/Literacy

#### Reading Informational Text

##### RI.1.2 - Key Ideas and Details

Identify the main topic and retell key details of a text.

(1-LS1-2)

*Not included in 2nd Grade UT Standards.*



## Common Core State Standards for Mathematics

### 1.NBT.B.3 - undefined

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

(1-LS1-2)

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

## Common Core State Standards for Mathematics

### 1.NBT.C.5 - undefined

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

(1-LS1-2)

## Common Core State Standards for Mathematics

### 1.NBT.C.4 - undefined

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

(1-LS1-2)

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

Not included in 2nd Grade UT Standards.

## Common Core State Standards for Mathematics

### 1.NBT.C.6 - undefined

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

(1-LS1-2)

Not included in 2nd Grade UT Standards.