

A Correlation of



©2020

To the

**Alabama Course of Study
English Language Arts 2021
Grade 2**

**A Correlation of myView Literacy, Grade 2, ©2020 to the
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Literacy Foundations

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| Recurring Standards for K-3 | |
| Students will: | |
| R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. | TE: Unit 1, Week 1, pp. T22–T23 TE: Unit 1, Week 6, pp. T476–T477 / SI: Unit 1, Week 6, p. 208 |
| R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. | TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, p. 131 TE: Unit 1, Week 4, p. T408 TE: Unit 5, Week 6, pp. T474–T475 / SI: Unit 5, Week 6, p. 666 TE: Unit 5, Week 6, p. T476 |
| R3. Expand background knowledge and build vocabulary through discussion, reading, and writing. | TE: Unit 3, Week 1, pp. T48–T49 / SI: Unit 3, Week 1, p. 38 TE: Unit 4, pp. T12–T13 / SI: Unit 4, p. 234 |
| R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. | TE: Unit 1, Week 2, pp. T370–T371 TE: Unit 5, Week 6, pp. T488–T489 / SI: Unit 5, Week 6, p. 673 |
| R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. | TE: Unit 2, Week 3, pp. T408–T409 / SI: Unit 2, Week 3, p. 332 TE: Unit 3, Week 4, pp. T424–T425 / SI: Unit 3, Week 4, p. 169 TE: Unit 4, Week 1, pp. T374–T375 / SI: Unit 4, Week 1, p. 276 TE: Unit 5, Week 5, pp. T448–T449 / SI: Unit 3, Week 4, p. 661 TE: Unit 5, Week 5, pp. T460–T461 / SI: Unit 5, Week 5, p. 663 |

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| Grade 2 Content Standards | |
| Literacy Foundations | |
| Oral Language | |
| Students will: | |
| AL.2.1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. | TE: Unit 1, Week 1, pp. T74–T75 / SI: Unit 1, Week 1, p. 44 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 42 |
| AL.2.2. Present information orally using complete sentences, appropriate volume, and clear pronunciation. | TE: Unit 1, Week 6, p. T476 / SI: Unit 1, Week 6, p. 208 TE: Unit 3, Week 6, p. T494 / SI: Unit 3, Week 6, p. 228 |
| AL.2.2.a. Use oral language for different purposes to inform, to entertain, to persuade, to clarify, and to respond. | TE: Unit 1, Week 1, pp. T74–T75 / SI: Unit 1, Week 1, p. 44 TE: Unit 1, Week 5, pp. T320–T321 / SI: Unit 1, Week 5, p. 186 TE: Unit 1, Week 6, pp. T476–T477 / SI: Unit 1, Week 6, p. 208 TE: Unit 1, pp. T490–T491 TE: Unit 2, Week 1, pp. T76–T77 / SI: Unit 2, Week 1, p. 248 TE: Unit 2 Week 5, p. T386 / SI: Unit 2 Week 5, p. 407 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 42 TE: Unit 4, Week 5, pp. T348–T349 / SI: Unit 4, Week 5, p. 436 TE: Unit 4, Week 6, pp. T504–T505 / SI: Unit 4, Week 6, p. 458 TE: Unit 4, pp. T512–T513 |
| AL.2.2.b. Use complex sentence structures when speaking. | SI: p. AP322 |
| AL.2.2.c. Ask and answer questions to seek help, clarify meaning, or get information. | TE: Unit 3, Week 6, p. T494 / SI: Unit 3, Week 6, p. 428 TE: Unit 5, Week 1, pp. T76–T77 / SI: Unit 5, Week 1, p. 498 |

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| AL.2.3. Demonstrate oral literacy skills by participating in a variety of oral language activities. <i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories</i> | TE: Unit 1, Week 6, pp. T476 / SI: Unit 1, Week 6, p. 208 TE: Unit 2, Week 6, pp. T494 / SI: Unit 1, Week 6, p. 428 |
| Speaking | |
| AL.2.4. Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details. | TE: Unit 1, Week 1, pp. T350–T351 / SI: Unit 1, Week 1, p. 51 TE: Unit 2, Week 1, pp. T76–T77 / SI: Unit 2, Week 1, p. 248 TE: Unit 2, Week 3, pp. T206–T207 / SI: Unit 2, Week 3, p. 326 |
| AL.2.5. Create recordings of stories or poems. | TE: Unit 3, Week 3, p. T412 TE: Unit 3, Week 3, p. T416 / SI: Unit 3, Week 3, p. 137 |
| AL.2.6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. | TE: Unit 1, Week 6, pp. T474–T475 / SI: Unit 1, Week 6, p. 206 TE: Unit 3, Week 6, pp. T494–T495 / SI: Unit 3, Week 6, p. 228 |
| AL.2.7. Demonstrate standard English usage when speaking. | TE: Unit 1, Week 6, pp. T476–T477 / SI: Unit 1, Week 6, p. 208 TE: Unit 3, Week 6, pp. T494–T495 / SI: Unit 3, Week 6, p. 228 |
| AL.2.7.a. Use collective nouns. | TE: Unit 2, Week 5, p. T455 TE: Unit 2, Week 5, p. T459 |
| AL.2.7.b. Form and use frequently-occurring irregular plural nouns. | TE: Unit 2, Week 2, p. T383 TE: Unit 2, Week 2, p. T387 |
| AL.2.7.c. Use reflexive pronouns. | TE: Unit 4, Week 5, p. T465 TE: Unit 4, Week 5, p. T469 |
| AL.2.7.d. Form and use past tense forms of frequently-occurring irregular verbs. | TE: Unit 3, Week 3, p. T407 TE: Unit 3, Week 3, p. T411 |
| AL.2.7.e. Use adjectives and adverbs. | TE: Unit 4, Week 1, p. T369 TE: Unit 4, Week 1, p. T373 |

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| AL.2.7.f. Produce and expand complete simple and compound sentences when speaking. | TE: Unit 1, Week 1, p. T341 TE: Unit 1, Week 3, p. T389 TE: Unit 1, Week 3, p. AP31 TE: Unit 1, Week 4, p. T414 / SI: Unit 1, Week 4, p. 156 TE: Unit 1, Week 4, pp. T418–T419 |
| Phonological Awareness/Phonemic Awareness | |
| AL.2.8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. | Articulation Support Guide: pp. 348–356 |
| AL.2.9. Demonstrate advanced phonemic awareness skills in spoken words. | TE: Unit 1, Week 5, pp. T266–T267 / SI: Unit 1, Week 5, p. 160 TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, p. 258 |
| AL.2.9.a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. | TE: Unit 1, Week 5, pp. T266–T267 / SI: Unit 1, Week 5, p. 160 TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, p. 258 |
| AL.2.9.b. Delete the initial sound in an initial blend in a one-syllable base word. | SI: p. AP323 |
| AL.2.9.c. With prompting and support, delete the medial and final sounds in blends in one syllable base words. <i>Examples: Say snail. Now say snail, but don't say /n/. (sail) Say wind. Now say wind, but don't say /d/. (win)</i> | TE: Unit 1, Week 5, pp. T266–T267 / SI: Unit 1, Week 5, p. 160 TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, p. 258 |
| AL.2.9.d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. <i>Examples: bit, bet, bat; sat, sit, pit, pat</i> | TE: Unit 2, Week 3, pp. T144–T145 / SI: Unit 2, Week 3, p. 292 |
| AL.2.9.e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last. <i>Examples: fine, knife; cat, tack; park, carp</i> | TE: Unit 2, Week 4, pp. T214–T215 / SI: Unit 2, Week 4, p. 336 TE: Unit 2, Week 5, pp. T284–T285 / SI: Unit 2, Week 5, p. 380 |

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| Phonics | |
| AL.2.10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. | TE: Unit 1, Week 1, pp. T32–T33 / SI: Unit 1, Week 1, pp. 17–18 TE: Unit 2, Week 2, pp. T98–T99 / SI: Unit 2, Week 2, pp. 259–260 TE: Unit 2, Week 6, pp. T474–T475 / SI: Unit 2, Week 6, pp. 416–417 TE: Unit 4, Week 1, pp. T32–T33 / SI: Unit 4, Week 1, p. 239 TE: Unit 4, Week 5, pp. T308–T309 / SI: Unit 4, Week 5, p. 411 TE: Unit 5, Week 4, pp. T230–T231 / SI: Unit 5, Week 4, p. 589 |
| AL.2.10.a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. | TE: Unit 1, Week 2, pp. T96–T97 / SI: Unit 1, Week 2, pp. 55–56 TE: Unit 1, Week 6, pp. 456–457 / SI: Unit 1, Week 6, pp. 196–197 TE: Unit 2, Week 5, pp. T298–T299 / SI: Unit 2, Week 5, pp. 381–382 TE: Unit 4, Week 1, pp. T18–T19 / SI: Unit 4, Week 1, p. 238 TE: Unit 4, Week 2, pp. T86–T87 / SI: Unit 4, Week 2, p. 280 TE: Unit 5, Week 6, pp. T474–T475 / SI: Unit 5, Week 6, pp. 666–667 SI: p. AP324 |
| AL.2.10.b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. | TE: Unit 4, Week 1, pp. T18–T19 / SI: Unit 4, Week 1, p. 238 TE: Unit 4, Week 2, pp. T86–T87 / SI: Unit 4, Week 2, p. 280 TE: Unit 4, Week 5, pp. T294–T295 / SI: Unit 4, Week 5, p. 410 |
| AL.2.10.c. Decode and encode words with three-consonant blends and blends containing digraphs. | TE: Unit 1, Week 3, pp. T160–T161 / SI: Unit 1, Week 3, pp. 93–94 TE: Unit 1, Week 4, p. T256 |
| AL.2.10.d. Decode and encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: qu, sh, ch, th, ph, wh, tch, dge</i> | TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, pp. 131–132 TE: Unit 1, Week 4, p. T242 |
| AL.2.10.e. Decode and encode words with variable vowel teams and vowel diphthongs. <i>Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay</i> | TE: Unit 2, Week 2, pp. T98–T99 / SI: Unit 2, Week 2, pp. 259–260 TE: Unit 3, Week 4, pp. TT218–T219 / SI: Unit 3, Week 4, p. 140 |
| AL.2.10.f. Decode and encode words with vowel-r combinations. <i>Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur</i> | TE: Unit 1, Week 6, pp. T456–T457 / SI: Unit 1, Week 6, pp. 196–197 TE: Unit 3, Week 3, pp. T162 / SI: Unit 3, Week 3, p. 97 |

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| <p>AL.2.10.g. Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. <i>Examples: wild, most, cold, colt, mind</i></p> | <p>TE: Unit 2, Week 5, pp. T298–T299 / SI: Unit 2, Week 5, p. 382 TE: Unit 2, Week 5, p. T330 TE: Unit 3, Week 1, pp. T18–T19 / SI: Unit 3, Week 1, p. 18 SI: p. AP325</p> |
| <p>AL.2.10.h. Decode and encode words with a after w read /ă/ and a before l read /â/. <i>Examples: wash, water, wasp, tall, all, talk, small, fall</i></p> | <p>TE: Unit 5, Week 3, pp. T152–T153 / SI: Unit 5, Week 3, p. 550 SI: p. AP326</p> |
| <p>AL.2.10.i. Decode and encode words with or after w read /er/. <i>Examples: world, word, worm, worst, work</i></p> | <p>SI: p. AP327</p> |
| <p>AL.2.10.j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation. <i>Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y</i></p> | <p>TE: Unit 3, Week 6, pp. T474–T475 / SI: Unit 3, Week 6, pp. 216–217</p> |
| <p>AL.2.10.k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. <i>Examples: fly, my, baby, happy; myth, gym</i></p> | <p>TE: Unit 2, Week 4, pp. T228–T229 / SI: Unit 2, Week 4, pp. 337–338 TE: Unit 3, Week 1, pp. T18–T19 / SI: Unit 3, Week 1, p. 18 SI: p. AP328</p> |
| <p>AL.2.10.l. Decode words with silent letter combinations. <i>Examples: kn, mb, gh</i></p> | <p>TE: Unit 4, Week 6, pp. T484–T485 / SI: Unit 4, Week 6, pp. 446–447</p> |
| <p>AL.2.10.m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p> | <p>TE: Unit 3, Week 2, pp. T78–T79 / SI: Unit 3, Week 2, p. 52 TE: Unit 4, Week 3, pp. T154–T155 / SI: Unit 4, Week 3, p. 322 TE: Unit 4, Week 4, pp. T224–T225 / SI: Unit 4, Week 4, p. 366</p> |
| <p>AL.2.10.n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect)</i></p> | <p>SI: p. AP329</p> |

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| AL.2.10.o. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i> | TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 1, Week 4, pp. T410–T411 / SI: Unit 1, Week 4, p. 155 SI: p. AP330 |
| Fluency | |
| AL.2.11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. | TE: Unit 1, Week 2, p. T115 / SI: Unit 1, Week 2, p. 77 TE: Unit 2, Week 5, p. T315 / SI: Unit 2, Week 5, p. 401 TE: Unit 3, Week 2, pp. T78–T79 / SI: Unit 3, Week 2, p. 52 |
| AL.2.12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. | TE: Unit 3, Week 2, p. T139 / SI: Unit 3, Week 2, p. 55 TE: Unit 4, Week 4, T285 / SI: Unit 4, Week 4, p. 369 |
| AL.2.13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. | TE: Unit 1, Week 4, pp. T244–T245 / SI: Unit 1, Week 4, p. 148 TE: Unit 5, Week 4, p. T272 |
| AL.2.14. Read high-frequency words commonly found in grade-appropriate text. | SI: p. AP331 |
| Vocabulary | |
| AL.2.15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge. | TE: Unit 3, Week 1, pp. T48–T49 / SI: Unit 3, Week 1, p. 38 TE: Unit 4, pp. T12–T13 / SI: Unit 4, p. 234 |
| AL.2.15.a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. | TE: Unit 1, Week 1, pp. T26–T27 / SI: Unit 1, Week 1, p. 45 TE: Unit 1, Week 4, pp. T218–T219 / SI: Unit 1, Week 4, p. 151 TE: Unit 1, Week 5, pp. T274–T275 / SI: Unit 1, Week 5, p. 187 TE: Unit 2, Week 1, pp. T26–T27 / SI: Unit 2, Week 1, p. 249 TE: Unit 2, Week 4, pp. T222–T223 / SI: Unit 2, Week 4, p. 371 |
| AL.2.16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. | TE: Unit 3, Week 2, pp. T86–T87 / SI: Unit 3, Week 2, p. 87 TE: Unit 4, Week 1, pp. T56–T57 / SI: Unit 4, Week 1, p. 266 |

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| AL.2.16.a. Use knowledge of antonyms and synonyms. | TE: Unit 1, Week 2, pp. T90–T91 / SI: Unit 1, Week 2, p. 83 TE: Unit 2, Week 2, pp. T92–T93 / SI: Unit 2, Week 2, p. 283 TE: Unit 3, Week 2, pp. T86–T87 / SI: Unit 3, Week 2, p. 87 TE: Unit 3, Week 2, p. T109 |
| AL.2.16.b. Distinguish shades of meaning among verbs and adjectives. <i>Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run. pretty, beautiful, gorgeous; tiny, small, petite</i> | TE: Unit 4, Week 1, pp. T56–T57 / SI: Unit 4, Week 1, p. 266 |
| AL.2.16.c. Use knowledge of homophones to determine use of the correct word. | SI: p. AP332 |
| AL.2.16.d. With prompting and support, interpret figurative language. | TE: Unit 1, Week 1, p. T48 TE: Unit 4, Week 1, pp. T66–T67 / SI: Unit 4, Week 1, p. 272 |
| AL.2.17. Analyze meaningful parts of words and phrases in discussions and/or text. | TE: Unit 1, Week 4, pp. T218–T219 / SI: Unit 1, Week 4, p. 151 TE: Unit 2, Week 3, pp. T206–T207 / SI: Unit 2, Week 3, p. 326 TE: Unit 2, Week 4, pp. T222–T223 / SI: Unit 2, Week 4, p. 371 |
| AL.2.17.a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Examples: girl’s dress; boys’ game; cats, cat’s, cats’; houses, house’s shutters</i> | TE: Unit 2, Week 1, p. T367 / SI: Unit 2, Week 1, p. 252 TE: Unit 2, Week 2, p. T391 / SI: Unit 2, Week 2, p. 286 TE: Unit 2, Week 4, p. T439 / SI: Unit 2, Week 4, p. 374ssssss TE: Unit 2, Week 4, p. T431 |
| AL.2.17.b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est Note: Adding suffix - est changes an adjective to a superlative adjective; adding suffix - ful changes the part of speech.</i> | TE: Unit 1, Week 1, pp. T52–T53 / SI: Unit 1, Week 1, p. 40 TE: Unit 1, Week 4, pp. T218–T219 / SI: Unit 1, Week 4, p. 151 TE: Unit 1, Week 5, pp. T274–T275 / SI: Unit 1, Week 1, p. 187 TE: Unit 1, Week 5, pp. T280–T281 / SI: Unit 1, Week 5, p. 162 TE: Unit 2, Week 1, p. T26–T27 / SI: Unit 2, Week 1, p. 249 |
| AL.2.18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. | TE: Unit 1, Week 3, pp. T180–T181 / SI: Unit 1, Week 3, p. 116 TE: Unit 1, Week 5, pp. T298–T299 / SI: Unit 1, Week 5, p. 182 |

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| AL.2.19. Identify new vocabulary and the use of word meanings in text to establish real-life connections. | TE: Unit 1, Week 2, pp. T116-T117 / SI: Unit 1, Week 2, p. 78 TE: Unit 3, Week 5, pp. T316-T317 / SI: Unit 3, Week 5, p. 202 |
| Reading | |
| AL.2.20. Use grade-level academic and domain-specific vocabulary to gain meaning from text. | TE: Unit 2, Week 2, p. T103 / SI: Unit 2, Week 2, p. 267 TE: Unit 2, Week 2, pp. T114-T115 / SI: Unit 2, Week 2, p. 278 TE: Unit 5, Week 1, pp. T26-T27 / SI: Unit 5, Week 1, p. 499 TE: Unit 5, Week 1, pp. T54-T55 / SI: Unit 5, Week 1, p. 494 |
| Writing | |
| AL.2.21. Use grade-level academic and domain-specific vocabulary in writing. | TE: Unit 1, Week 6, pp. T466-T467 / SI: Unit 1, Week 6, pp. 200-201 TE: Unit 2, Week 2, pp. T136-T137 / SI: Unit 2, Week 2, p. 282 TE: Unit 5, Week 2, pp. T122-T123 / SI: Unit 5, Week 2, p. 536 TE: Unit 5, Week 2, pp. T144-T145 / SI: Unit 5, Week 2, p. 540 |
| Comprehension | |
| AL.2.22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. | TE: Unit 1, Week 1, pp. T22-T23 TE: Unit 1, Week 1, pp. T74-T75 / SI: Unit 1, Week 1, p. 44 TE: Unit 1, Week 2, pp. T138-T139 / SI: Unit 1, Week 2, p. 82 TE: Unit 2, Week 1, pp. T22-T23 TE: Unit 2; Week 1, pp. T76-T77 / SI: Unit 2, Week 1, p. 248 TE: Unit 2, Week 2, pp. T136-T137 / SI: Unit 2, Week 2, p. 282 TE: Unit 3, Week 1, pp. T70-T71 / SI: Unit 3, Week 1, p. 42 TE: Unit 3, Week 2, pp. T140-T141 / SI: Unit 3, Week 2, p. 86 TE: Unit 5, Week 1, pp. T76-T77 / SI: Unit 5, Week 1, p. 498 TE: Unit 5, Week 2, pp. T144-T145 / SI: Unit 5, Week 2, p. 540 |
| AL.2.23. Identify the main story elements in a literary text. | TE: Unit 1, Week 1, pp. T60-T61 / SI: Unit 1, Week 1, p. 42 TE: Unit 1, Week 2, pp. T124-T125 / SI: Unit 1, Week 2, p. 80 TE: Unit 1, Week 5, pp. T306-T307 / SI: Unit 1, Week 5, p. 184 |

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| AL.2.23.a. Explain the plot of a narrative, using textual evidence to list the major events in sequence. | TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184 TE: Unit 2, Week 3, pp. T192–T193 / SI: Unit 2, Week 3, p. 324 |
| AL.2.23.b. Describe the characters’ traits, feelings, and behaviors in a story. | TE: Unit 1, Week 2, pp. T124–T125 / SI: Unit 1, Week 2, p. 80 TE: Unit 2, Week 4, pp. T262–T263 / SI: Unit 2, Week 4, p. 368 |
| AL.2.23.c. Describe the setting of a narrative, using textual evidence. | TE: Unit 1, Week 1, pp. T60–T61 / SI: Unit 1, Week 1, p. 42 TE: Unit 2, Week 3, pp. T192–T193 / SI: Unit 2, Week 3, p. 324 |
| AL.2.23.d. Identify the central message or moral of a story. | TE: Unit 3, Week 1, pp. T24–T25 / SI: Unit 3, Week 1, pp. 22–23 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 42 |
| AL.2.23.e. Identify the theme in myths, fables, and folktales. | TE: Unit 3, Week 1, pp. T38–T39 TE: Unit 3, Week 1, pp. T56–T57 / SI: Unit 3, Week 1, p. 40 TE: Unit 3, Week 3, pp. 210–211 / SI: Unit 3, Week 3, p. 130 SI: p. AP333 |
| AL.2.24. Identify the main idea and supporting details of literary and informational texts. | TE: Unit 3, Week 1, pp. T56–T57 / SI: Unit 3, Week 1, p. 40 TE: Unit 1, Week 3, p. T188-T189 / SI: Unit 1, Week 3, p. 118 |
| AL.2.24.a. Explain how the supporting details contribute to the main idea. | TE: Unit 1, Week 3, pp. T188-T189 / SI: Unit 1, Week 3, p. 118 TE: Unit 3, Week 1, pp. T64–T65 / SI: Unit 3, Week 1, p. 47 TE: Unit 4, Week 3, pp. T202–T203 / SI: Unit 4, Week 3, p. 354 TE: Unit 5, Week 5, pp. T324–T325 / SI: Unit 5, Week 5, p. 654 |
| AL.2.24.b. Recount or summarize key ideas from the text. | TE: Unit 1, Week 2, pp. T126–T127 / SI: Unit 1, Week 2, p. 84 TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184 TE: Unit 2, Week 6, pp. T490–T491 / SI: Unit 2, Week 6, p. 425 TE: Unit 4, Week 4, pp. T286–T287 / SI: Unit 4, Week 4, p. 400 |

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| AL.2.25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats. | TE: Unit 2, Week 2, pp. T90–T91 / SI: Unit 2, Week 2, pp. 262–263 |
| AL.2.25.a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. | TE: Unit 2, Week 2, pp. T122–T123 / SI: Unit 2, Week 2, p. 280 TE: Unit 2, Week 5, pp. T324–T325 / SI: Unit 2, Week 5, p. 404 TE: Unit 5, pp. T514–T515 / SI: Unit 5, p. 696 |
| AL.2.25.b. Explain how specific features can clarify a text or enhance comprehension. | TE: Unit 2, Week 2, pp. T122–T123 / SI: Unit 2, Week 2, p. 280 TE: Unit 2, Week 5, pp. T324–T325 / SI: Unit 2, Week 5, p. 404 |
| AL.2.26. Compare and contrast important details presented by two texts on the same topic or theme. | TE: Unit 5, Week 2, pp. T130–T131 / SI: Unit 5, Week 2, p. 538 |
| AL.2.26.a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. <i>Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl</i> | TE: Unit 3, Week 3, pp. T196–T197 / SI: Unit 3, Week 3, p. 128 TE: Unit 3, Week 3, p. T183 / SI: Unit 3, Week 3, p. 121 |
| AL.2.26.b. Compare and contrast story elements of literary texts. <i>Examples: characters, settings, sequence of events, plots</i> | TE: Unit 3, Week 3, p. T183 / SI: Unit 3, Week 3, p. 121 TE: Unit 3, Week 3, pp. T196–T197 / SI: Unit 3, Week 3, p. 128 |
| AL.2.27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events. | TE: Unit 1, Week 5, pp. T272–T273 / SI: Unit 1, Week 5, pp. 164–165 TE: Unit 2, Week 1, pp. T62–T63 / SI: Unit 2, Week 1, p. 246 TE: Unit 3, Week 3, p. T181 TE: Unit 4, Week 1, pp. T64–T65 / SI: Unit 4, Week 1, p. 268 |
| AL.2.28. Establish a purpose before reading literary and informational texts to enhance comprehension. | TE: Unit 1, Week 5, pp. T272–T273 / SI: Unit 1, Week 5, p. 164 TE: Unit 1, Week 5, p. T282 / SI: Unit 1, Week 5, p. 166 TE: Unit 2, Week 3, pp. T150–T151 / SI: Unit 2, Week 3, p. 296 TE: Unit 2, Week 3, p. T160 / SI: Unit 2, Week 3, p. 298 |

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| Reading | |
| AL.2.29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. | TE: Unit 1, Week 2, p. 100 TE: Unit 2, Week 2, p. 103 TE: Unit 5, Week 2, p. 108 |
| AL.2.30. Read and comprehend literary and informational texts. | TE: Unit 1, Week 3, pp. T162–T179 / SI: Unit 1, Week 3, pp. 99–115 TE: Unit 2, Week 4, pp. T230–T253 / SI: Unit 2, Week 4, pp. 343–365 |
| AL.2.30.a. State and confirm predictions about a text. | TE: Unit 1, Week 5, p. T286 / SI: Unit 1, Week 5, p. 170 TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 185 TE: Unit 2, Week 2, p. T103 / SI: Unit 2, Week 2, p. 267 TE: Unit 2, Week 2, pp. T130–T131 / SI: Unit 2, Week 2, p. 281 |
| AL.2.30.b. Use background knowledge to make connections to new text. | TE: Unit 3, Week 4, pp. T264–T265 / SI: Unit 3, Week 4, p. 163 TE: Unit 3, Week 5, pp. T280–T281 / SI: Unit 3, Week 5, pp. 172–173 |
| AL.2.30.c. Draw conclusions based on the text. | TE: Unit 2, Week 4, p. T232 TE: Unit 2, Week 4, pp. T270–T271 / SI: Unit 2, Week 4, p. 369 TE: Unit 3, Week 5, p. T303 TE: Unit 5, Week 5, p. T312 TE: Unit 5, Week 5, pp. T332–T333 / SI: Unit 5, Week 5, p. 655 |
| AL.2.31. Use information from a text to determine the author’s purpose in different forms of informational and literary texts. | TE: Unit 3, Week 2, pp. T126–T127 / SI: Unit 3, Week 2, p. 84 TE: Unit 3, Week 4, pp. T256–T257 / SI: Unit 3, Week 4, p. 162 TE: Unit 5, Week 2, pp. T132–T133 / SI: Unit 5, Week 2, p. 542 |
| AL.2.32. Identify rhyme schemes in poems or songs. | TE: Unit 3, Week 3, p. T169 / SI: Unit 3, Week 3, p. 107 SI: p. AP334 |

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| AL.2.33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. | TE: Unit 1, Week 4, pp. T216–T217 / SI: Unit 1, Week 4, pp. 134–135 TE: Unit 1, Week 4, pp. T230–T231 / SI: Unit 1, Week 4, pp. 140–141 TE: Unit 5, Week 4, pp. T222–T223 / SI: Unit 5, Week 4, pp. 592–593 TE: Unit 5, Week 4, pp. T234–T253 / SI: Unit 5, Week 4, pp. 595–615 SI: p. AP335 |
| AL.2.34. Differentiate between fact and opinion in a text. | TE: Unit 4, Week 5, pp. T300–T301 / SI: Unit 4, Week 5, pp. 414–415 |
| AL.2.34.a. Use prior knowledge and information gathered from research to evaluate opinions in texts. | TE: Unit 1, Week 6, pp. T472–T473 / SI: Unit 1, Week 6, pp. 204–205 TE: Unit 1, Week 6, pp. T474–T475 / SI: Unit 1, Week 6, pp. 206–207 TE: Opinion Writing Unit, Week 2, pp. WW14, WW16 / SI: Week 2, p. 685 |
| AL.2.34.b. Use textual evidence and gathered research from reliable sources to prove facts. | TE: Unit 1, Week 6, pp. T466–T476 TE: Unit 3, Week 6, pp. T486–T487 / SI: Unit 3, Week 6, p. 222 |
| Listening | |
| AL.2.35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. | TE: Unit 1, Week 1, pp. T22–T23 TE: Unit 2, Week 1, pp. T76–T77 / SI: Unit 2, Week 1, p. 248 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 42 TE: Unit 4, Week 3, pp. T158–T159 |
| Writing | |
| AL.2.36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level. | TE: Unit 4, Week 4, pp. T446–T447 TE: Unit 4, Week 4, pp. T450–T451 / SI: Unit 4, Week 4, p. 407 TE: Unit 5, Week 4, p. T439 / SI: Unit 5, Week 4, p. 624 |
| Writing | |
| AL.2.37. Write legibly. | TE: Unit 1, Week 5, p. T442 |
| AL.2.37.a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. | TE: Unit 1, Week 5, pp. T442–T443 / SI: Unit 1, Week 5, p. 193 SI: p. AP337 |
| AL.2.37.b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant. | SI: p. AP338 |

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| AL.2.37.c. Form uppercase and lowercase letters in cursive. | TE: Unit 2, Week 4, pp. T222–T223 / SI: Unit 2, Week 4, p. AP81 TE: Unit 3, Week 1, pp. T26–T27 / SI: Unit 3, Week 1, p. AP137 TE: Unit 4, Week 2, pp. T94–T95 / SI: Unit 4, Week 2, p. AP201 TE: Unit 4, Week 3, pp. T162–T163 / SI: Unit 4, Week 3, p. AP203 |
| AL.2.38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. | TE: Unit 3, Week 4, pp. T232–T233 / SI: Unit 3, Week 4, p. 141 TE: Unit 4, Week 3, pp. T168–T169 / SI: Unit 4, Week 3, p. 323 TE: Unit 5, Week 6, pp. T474–T475 / SI: Unit 5, Week 6, pp. 666–667 |
| AL.2.38.a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le. | TE: Unit 1, Week 2, pp. T96–T97 / SI: Unit 1, Week 2, pp. 55–56 TE: Unit 1, Week 6, pp. 456–457 / SI: Unit 1, Week 6, pp. 196–197 TE: Unit 2, Week 5, pp. T298–T299 / SI: Unit 2, Week 5, pp. 381–382 TE: Unit 4, Week 1, pp. T32–T33 / SI: Unit 4, Week 1, p. 239 TE: Unit 4, Week 2, pp. T100–T101 / SI: Unit 4, Week 2, p. 281 TE: Unit 5, Week 6, pp. T474–T475 / SI: Unit 5, Week 6, pp. 666–667 |
| AL.2.38.b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et</i> | TE: Unit 4, Week 1, pp. T32–T33 / SI: Unit 4, Week 1, p. 239 TE: Unit 4, Week 2, pp. T100–T101 / SI: Unit 4, Week 2, p. 281 TE: Unit 4, Week 5, pp. T308–T309 / SI: Unit 4, Week 5, p. 411 |
| AL.2.38.c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. | TE: Unit 3, Week 6, pp. T474–T475 / SI: Unit 3, Week 6, p. 216–217 SI: p. AP339 |
| AL.2.38.d. Encode one- and two-syllable words with long and short vowel patterns. | TE: Unit, 1, Week 1, p. T340 / SI: Unit 1, Week 1, p. 47 TE: Unit, 1, Week 2, pp. T96–T97 / SI: Unit 1, Week 2, p. 56 TE: Unit 2, Week 6, pp. T474–T475 / SI: Unit 2, Week 6 p. 417 |
| AL.2.38.e. Encode words with two- and three-consonant blends, including those containing digraphs. <i>Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr.</i> | TE: Unit 1, Week 3, pp. T160–T161 / SI: Unit 1, Week 3, p. 94 TE: Unit 1, Week, 4, pp. T224–T225 / SI: Unit 1, Week 4, p. 132 |

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| AL.2.38.f. Encode words with consonant digraphs, trigraphs, and combinations. <i>Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu</i> | TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, p. 132 TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, p. AP4 |
| AL.2.38.g. Encode words with the common vowel teams, including diphthongs. <i>Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh</i> | TE: Unit 3, Week 4, pp. T232–T233 / SI: Unit 3, Week 4, p. 141 TE: Unit 3, Week 5, pp. T292–T293 / SI: Unit 3, Week 5, p. 175 |
| AL.2.38.h. Encode words with vowel-r combinations. <i>Examples : a r, or, ir, er, ur, air, ear, oar</i> | TE: Unit 1, Week 6, pp. T456–T457 / SI: Unit 1, Week 6, pp. 196-197 SI: Unit 1, Week 6, p. AP6 |
| AL.2.38.i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. <i>Examples: wild, cold, most, colt, mind</i> | SI: p. AP340 |
| AL.2.38.j. Encode words with a after w read /ă/ and a before l read /â/. <i>Examples: wash, water, wasp; tall, all, talk, small, fall</i> | TE: Unit 5, Week 3, pp. T166–T167 / SI: Unit 5, Week 3, p. 551 SI: p. AP341 |
| AL.2.38.k. Encode words with or after w read /er/. <i>Examples: world, word, worm, worst work</i> | SI: p. AP342 |
| AL.2.38.l. Encode words with hard and soft c and g. <i>Examples: carry, cent; game, giraffe.</i> | TE: Unit 3, Week 6, pp. T474–T475 / SI: Unit 3, Week 6, pp. 216–217 |
| AL.2.38.m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i> | TE: Unit 2, Week 4, pp. T228–T229 / SI: Unit 2, Week 4, pp. 337–338 TE: Unit 3, Week 1, pp. T32–T33 / SI: Unit 3, Week 1, p. 19 SI: p. AP343 |
| AL.2.38.n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i> | TE: Unit 1, Week 5, p. T436 / SI: Unit 1, Week 5, p. 189 TE: Unit 3, Week 2, pp. T92–T93 / SI: Unit 3, Week 2, p. 53 TE: Unit 4, Week 3, pp. T168–T169 / SI: Unit 4, Week 3, p. 323 TE: Unit 4, Week 4, pp. T238–T239 / SI: Unit 4, Week 4, p. 367 |
| AL.2.38.o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. | SI: p. AP329 |

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| AL.2.38.p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i> | TE: Unit 1, Week 4, p. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 1, Week 4, pp. T410–T411 |
| AL.2.38.q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. | SI: p. AP344 |
| AL.2.39. Organize a list of words into alphabetical order according to first, second, and third letters. | TE: Unit 4, Week 5, p. T464 / SI: Unit 4, Week 5, p. 439 |
| Writing | |
| AL.2.40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure. | TE: Unit 4, Week 1, pp. T378–T379 / SI: Unit 4, Week 1, p. 277 TE: Unit 4, Week 2, pp. T394–T395 / SI: Unit 4, Week 3, p. 318 TE: Unit 4, Week 2, pp. T402–T403 / SI: Unit 4, Week 3, p. 319 |
| AL.2.41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. | TE: Unit 2, Week 2, pp. T376–T377 / SI: Unit 2, Week 2, p. 287 TE: Unit 2, Week 2, pp. T384–T385 / SI: Unit 2, Week 2, p. 288 TE: Unit 2, Week 3, pp. T400–T401 / SI: Unit 2, Week 2, p. 331 |
| AL.2.42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure. | TE: Opinion Writing Unit, Week 2, p. WW16 / SI: Opinion Writing Unit, Vol. 2, Week 2, p. 686 TE: Opinion Writing Unit, Week 3, p. WW26 / SI: Opinion Writing Unit, Vol. 2, Week 3, p. 689 SI: p. AP345 |
| AL.2.43. Write complete sentences demonstrating knowledge of punctuation conventions. | TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 1, Week 4, pp. T410–T411 |
| AL.2.43.a. Utilize commas with words in a series in a sentence. | TE: Unit 2, Week 5, pp. T448–T449 / SI: Unit 2, Week 5, p. 411 |
| AL.2.43.b. Use apostrophes to form contractions and possessives. <i>Examples: contractions with am, is, has, not (I'm, she's, don't)</i> | TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 2, Week 4, p. T439 / SI: Unit 2, Week 4, p. 374 |
| AL.2.43.c. Use punctuation to set off interjections. | SI: p. AP346 |
| AL.2.43.d. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i> | TE: Unit 4, Week 4, p. T450 / SI: Unit 4, Week 4, p. 407 |

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| AL.2.44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. | SI: p. AP347 |
| AL.2.45. Demonstrate understanding of standard English language conventions when writing. | TE: Unit 2, Week 4, p. T424 / SI: Unit 2, Week 4, p. 375 TE: Unit 5, Week 1, p. T367 / SI: Unit 5, Week 1, p. 502 |
| AL.2.45.a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. | TE: Unit 2, Week 1, p. T367 / SI: Unit 2, Week 1, p. 252 TE: Unit 3, Week 1, p. T359 TE: Unit 3, Week 4, pp. T428–T429 TE: Unit 5, Week 4, pp. T424–T425 / SI: Unit 5, Week 4, p. 625 |
| AL.2.45.b. Form regular nouns and verbs by adding -s or -es. | TE: Unit 2, Week 4, pp. T424–T425 / SI: Unit 2, Week 4, p. 375 TE: Unit 2, Week 4, pp. T432–T433 / SI: Unit 2, Week 4, p. 376 |
| AL.2.45.c. Form and use simple present and past verb tenses. | TE: Unit 3, Week 4, pp. T436–T437 / SI: Unit 3, Week 4, p. 171 |
| AL.2.45.d. Form plurals by changing -y to -ies. | TE: Unit 3, Week 5, pp. T448–T449 TE: Unit 1, Week 5, pp. T280–T281 / SI: Unit 1, Week 5, pp. 161–162 |
| AL.2.45.e. Form and use frequently-occurring irregular plural nouns and verbs. | TE: Unit 2, Week 2, p. T391 / SI: Unit 2, Week 2, p. 286 TE: Unit 3, Week 3, p. T415 / SI: Unit 3, Week 3, p. 411 |
| AL.2.45.f. Use plural possessives. | Unit 2, Week 4, p. T439 / SI: Unit 2, Week 4, p. 374 |
| AL.2.46. Gather and use research to answer questions to complete a research product. | TE: Unit 2, Week 6, pp. T488–T489 / SI: Unit 2, Week 6, p. 423 |
| AL.2.46.a. Create topics of interest for a research project. | TE: Unit 1, Week 6, pp. T466–T467 / SI: Unit 1, Week 6, pp. 200–201 TE: Unit 5, Week 6, pp. T484–T485 / SI: Unit 2, Week 6, pp. 670–671 |
| AL.2.46.b. Create questions to gather information for a research project. | TE: Unit 1, Week 6, pp. T466–T467 / SI: Unit 1, Week 6, pp. 200–201 TE: Unit 2, Week 6, pp. T484–T485 / SI: Unit 2, Week 6, pp. 420–421 |

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| <p>AL.2.46.c. Find information from a variety of sources. <i>Examples: books, magazines, newspapers, digital media</i></p> | <p>TE: Unit 1, Week 6, pp. T470–T471 / SI: Unit 1, Week 6, p. 203 TE: Unit 3, Week 6, pp. T488–T489 / SI: Unit 3, Week 6, p. 223</p> |
| <p>AL.2.46.d. Define plagiarism and explain the importance of using their own words.</p> | <p>TE: Unit 2, Week 6, p. T490 / SI: Unit 2, Week 6, p. 425</p> |

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